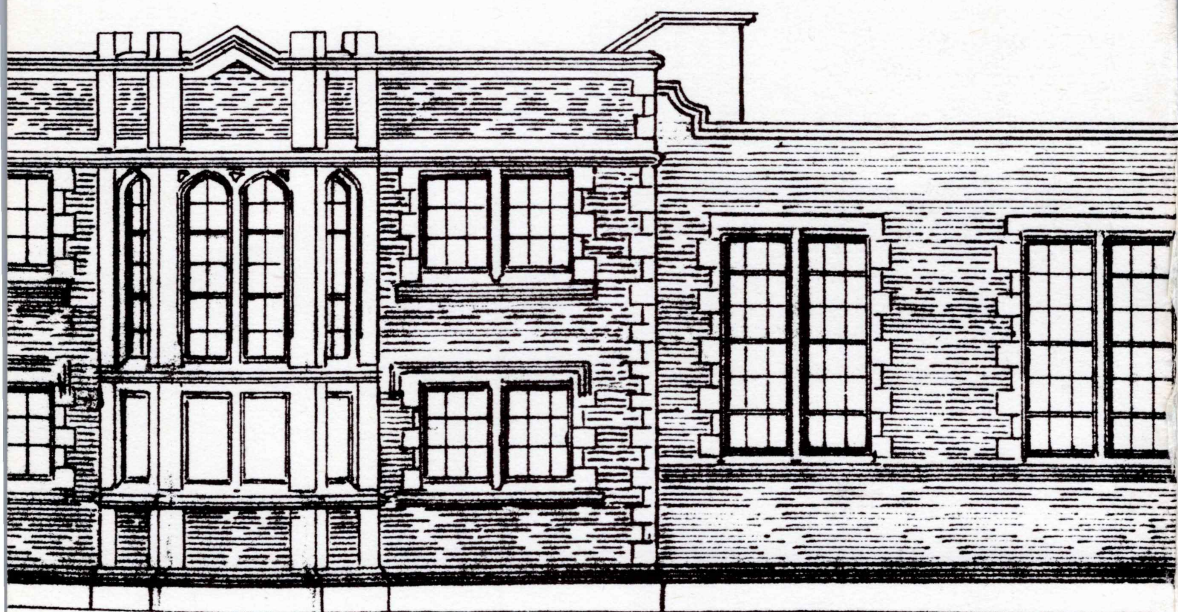
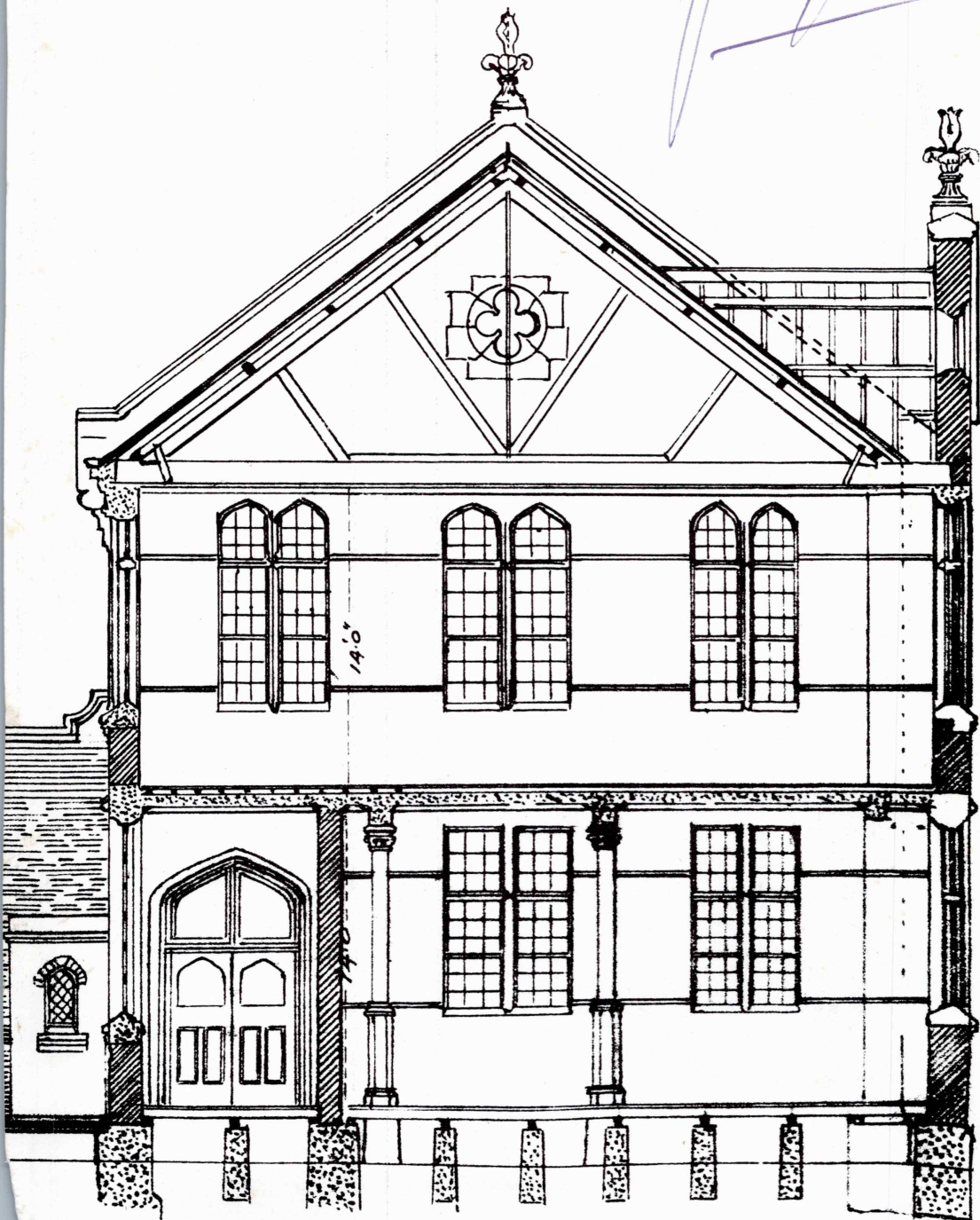


CHRISTCHURCH TRAINING COLLEGE



J. H. Co



Published by the Christchurch Teachers College Centennial Committee, Dovedale Avenue, Ilam, Christchurch 1977

Editorial Committee: Editor, Michael Harlow; Manuscript Editor, Trev Turner; Alan Cargo; Barrie Wilkie
Photography Editor: Reg Graham

Centennial Publications Sub-Committee: A. Cargo, E. Blackstock, G. Guy, A. Pitcaithly, B. Ryan, B. Wilkie

On behalf of the Centennial Committee and the College, we would like to acknowledge the assistance of the staff and administration of the College and thank all those who contributed to the publication. Special acknowledgement is due Marian Fiskien and Carolynne Gaerty for their assistance.

© Copyright by the Christchurch Teachers College Centennial Committee 1977

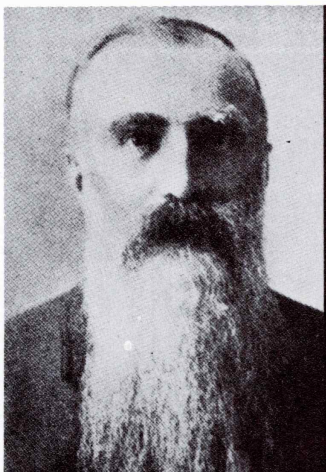
Printed at the Pegasus Press, 14 Oxford Terrace, Christchurch, New Zealand.



CHRISTCHURCH
TEACHERS COLLEGE
CENTENNIAL
1977

And gladly wolde he lerne, and gladly teche.

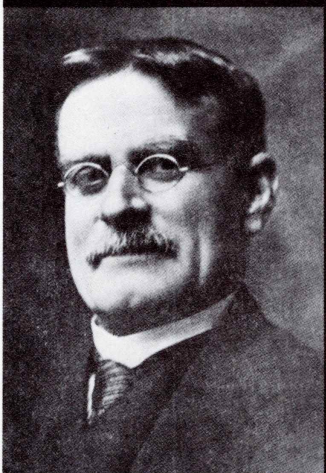
— Chaucer, Canterbury Tales



W. A. McD. Malcolm
1880-8



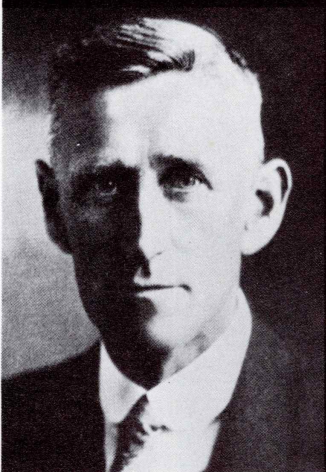
J. V. Colborne-Veal, M.A.
1888-95



T. S. Foster, M.A.
1912-8



*J. E. Purchase, M.A.,
F.R.E.S.*
1919-31



J. G. Polson, M.A.
1931-43



D. Mackay, M.A. Dip.Ed.
1943-56

CONTENTS

- 7 Centennial Essay, *Henry E. Field*
- 16 The College Story: The Early Years, *A. B. Ryan*
- 33 The College Story: The Later Years, *R. H. Murray*
- 58 I Remember, *L. S. McCaskill*
- 63 The Moment of Truth, *Duncan K. D. McGhie*
- 65 What it was like to be a woman in my days at Teachers
College, *Sarah E. W. Penney*
- 68 Recollections: Class of 1932-3, *Alan Danks*
- 70 Women's Warden, 1927-3, *Millicent V. Kennedy*
- 73 Speech Therapy & Other Things, *Nancy Caughley*
- 83 Looking Back Forty Years, *John L. Moffat*
- 87 A Period of Adjustment, *Bill Rowling*
- 89 An Experiment in Nostalgia, *John Fletcher*
- 95 Building the Mackay Lodge, *D. B. Wilkie*
- 99 The Christchurch Teachers College Library, *Millicent
V. Kennedy*
- 102 Two Wild Men from Borneo, *Satuk Polycarp Sim*
- 105 Secondary Division Drama, *Don McAra*
- 108 Of Principals, Priests & Professors, *D. B. McSweeney*
- 111 Generosity, Warmth & Good Solid Commonsense,
Dale C. Paul
- 113 Musings from Mumbo Land, *E. P. Blampied*
- 116 Developing Co-operation among the Tertiary Insti-
tutions, *Jean M. Herbison*
- 119 Towards 2077: The College and Continuing Education
Education of Teachers, *Ian D. Stewart*
- 123 Directions for the Future, *J. F. Mann*
- 142 Contributors



CENTENNIAL ESSAY

Henry E. Field

This College began as a Department of the Christchurch Normal School. Its programme of academic and professional training was built upon models developed and tested in England. The quality of the personnel and of organisation appears to have matched the essential soundness of the stately building in which the Training Department as well as the staff and pupils of the school were accommodated. Canterbury appears to have been well served by the institutions that were transferred from Britain and the province was fortunate in the quality of men who came here with good educational backgrounds, training and experience and who filled positions of leadership. The first principal of the College (C. Howard, F.R.G.S.) came from England. His was one of a number of appointments from overseas to posts of special importance. At that time the population of Canterbury and the whole of New Zealand was small. Since the journeys to Europe and North America were long and slow this country was comparatively isolated. The economy was uncomplicated. In the absence of pressures for rapid or radical change the society was relatively stable. Public and private educational institutions seemed to have been largely successful in adapting to local conditions and securing the effective working systems which had been developed elsewhere.

With the passing of a hundred years the situation has changed substantially. The difficulties of a 'distant down under' location have largely disappeared in consequence of developments in transport and telecommunication. A sense of national identity has grown to transcend the earlier provincial loyalties. Advances in the extent and quality of achievements — most notably in farming, also in industry, commerce and a wide range of scientific, cultural and sporting activities — have provided a firm base on which New

*Professor
Henry E. Field,
first Chairman
of Christchurch
Teachers College
Council,
1968-70*

Zealand has become an effective contributor to the world community. New Zealand now takes a meaningful part in the activities of world organisations, not only in the areas of political and economic affairs but also in the sciences, the arts, health and education. Productive capacity has been sufficient to enable this country to enjoy a generous share of the fruits of development from virtually every part of the world.

Not only through government and organisations with quasi-official status but also through the initiatives of many of its citizens, New Zealand has established many links with countries throughout the world. Universities and teachers colleges have been particularly active in this respect and the associations built up between this and other countries have become sources of strength as well as of satisfaction which appear to have been mutual. Perhaps the most notable feature of recent years has been the exchange of personnel. While the major initiatives have been taken by foundations overseas, credit is due also to departments of government, to the universities, and to the private foundations in this country for the part they have played.

Today, in marked contrast with conditions of a hundred years ago, the wider societies are presenting challenges which call for adaptive responses from educational and other sectors of society. The changes which have taken place throughout the developed world have come about in large measure through processes of innovation, specialisation, more diverse forms of organisation, and elaborate modes of coordination. While the effects have been most obvious in the economies of the various countries, they have involved virtually every area of human activity. In recent years the rate of change has accelerated considerably. In consequence, the social structures of developed countries have become much more complex and often somewhat less stable. The complexity of modern societies has been for some a source of confusion and maladjustment. That complexity has been also the outcome of developments which have widened opportunities for

vocational achievement and cultural enrichment. Considerable attention has been focused on maladjustment and it is sometimes wrongly assumed that this arises exclusively from weaknesses within the individuals affected. While the various forms of maladjustment may indicate deficiencies in individuals, they may also indicate defects in the systems which are part of the overall social structure. Accordingly, when the various categories of deviation and failure are assessed it is necessary to look for evidences of inadequacy in the social system as well as within the individuals who are involved.

Both in New Zealand and elsewhere direct measures have been taken to control, alleviate and, up to a point, prevent the increasing incidence of crime, misuse of drugs, neurotic disturbance and other expressions of maladjustment. Such *ad hoc* measures of social response are necessary and proper. However, there is need also for broadly conceived strategies of prevention in which problems are looked at in greater depth and with reference to the longer term. Law, medicine, social welfare and education all have vital, important contributions to make in the design and implementation of such strategies. While some initiatives have been taken in education, it appears that even more might be asked of the schools. Members of the younger generation need a fuller working knowledge of the society in which they live with the opportunities and hazards it presents, and the services available to them. They face a wide range of options. There is much that may be learned about the techniques of self-organisation, decision making, and effective action. Such skills are needed not only by management personnel but by all capable future citizens. In this developing area of education there is considerable scope for teachers colleges to place the problems of social education in sensible perspective and to provide future teachers with a range of professional techniques.

Changes in the realm of values have been no less extensive than those which have taken place in the various economies and social systems. The present generation has

become more aware of the diversity of beliefs and there is on the whole an increased measure of tolerance and respect. The range of options as to possible courses of action has greatly widened. With increased personal freedom a heavier onus has been placed on individuals for the exercise of responsible choice. These changes have been the source of considerable confusion and some individuals have suffered severely. The changed situation has provided an increased range of possibilities for lives to become richer and more rewarding. In schools and other public educational institutions in New Zealand there has been a tendency to avoid incursions into areas which might impinge upon denominational religious beliefs. While there have been difficulties in the past the growth of ecumenism among the churches and a greater general willingness to bring systems of belief and values into frank and unemotional discussion, and the pressure of events have combined to produce a much more open situation. A state of affairs may now have been reached in which educational institutions under public control could be encouraged to make a more positive contribution in the area of values. While at present the community seems to be much better informed of developments in science, the distinctive features of values have been less clearly appreciated. Vagueness and uncertainty are quite common reactions when questions of values are raised. It is possible to go a considerable distance in studying the nature of values and the procedures by which they are justified and validated. It may be judged appropriate also to consider in seminar discussion-groups of older pupils some of the problems involved in translating into action personally held beliefs which could be controversial. The recognition of the study of values as a normal component of school curricula for appropriate age groups should not involve many serious difficulties. The addition to the curriculum of a study of a system of beliefs including, for example, the differences between the Christian and humanist positions could impinge upon sensitive areas. Possibly, this would call for a framework of approved

guidelines and the right of withdrawal available to both parent and pupil. Irrespective of how much is to be undertaken, it is necessary in a public school system that all major patterns of belief be treated with obvious fairness and respect and that full accord is maintained with the principles of democratic pluralism. Teaching about values is an area in which teachers colleges might well undertake exploratory studies of possible and/or desirable developments in the schools.

From beginnings which were basically sound though modest in scale, this College has become a substantial institution for higher education. Its responsibilities include pre-service education for teaching at the levels of early childhood and of the primary and secondary school. While it has long contributed to courses for the in-service education of teachers, it has recently taken a more extensive and recognised part. In accord with growth and diversification in the various branches of knowledge and in response to needs of the more complex society, the College has built up a capacity to provide for study in greater depth and wider range through which expanding needs may be met. It has acquired a clear New Zealand identity without losing its links with the traditions of the past. There is also a lively awareness of the multi-national nature of development in education and the universality of knowledge. In terms of the size and quality of staff, organisation, and material resources it has achieved considerable internal strength. A wide range of cultural and social activities has been maintained and neither size nor temporary location on two sites has been allowed to diminish the warmth and vitality of its community life.

What the College has become can be attributed in large measure to effective service and initiatives taken from within. Important contributions have also been made from without and there are three that call for special reference. This College is a member of a national team of teachers colleges cooperating within a framework established and controlled by the Department of Education. The Depart-

ment gave strong support to the setting up of independent governing bodies for the colleges. Its role as a valued consultant has expanded and its controlling function has in practice become more circumscribed. While it would be difficult to make any precise evaluation, I think it would be fair to say that the Department in its policy decisions affecting the College has been on the whole constructive and forward-looking. The Canterbury Education Board, as governing body of the College from its establishment to 1968, maintained an effective and helpful stewardship. The Board acted with a high sense of responsibility in lending the full weight of its support for the transfer of its powers to an independent body. Also it gave generous help at the stage when the new Council was finding its feet. Throughout the entire period the complementary strengths of the College and of the University of Canterbury have been drawn upon to the benefit of many hundreds of students in the institutions and the schools in which they have subsequently served. This utilisation of resources has been made possible by the good cooperation maintained throughout between the respective academic staffs and governing bodies.

The many hundreds of responses received after the preliminary announcement of the centennial celebration provide evidence of the continuing interest and appreciation by former students of this College. The celebration is an acknowledgement of a distinguished record of service by the Christchurch Teachers College to education. It provides opportunity to pay due tribute to the founders and to the many others who have served it well, and it is an occasion which holds the attractive prospect of renewed associations from earlier days.

If a survey were to be made as to how in retrospect former students regard their College experience, I believe there would be wide agreement that the College was a good place, that the experience was of substance and solid worth and that, on the whole, it was enjoyed. With respect to particular aspects of the experience there is bound to be

considerable variety in patterns of personal estimation. I attempt here to do no more than record my personal view which relates to the years 1922 and 1923. The features recalled with special appreciation are:

- lectures on methods of teaching given by the Headmaster of the Normal School;
- lectures on the education of young children by the Infant Mistress;
- observations in a class of handicapped children — located in the Normal School this class was something of a pioneering venture at that time;
- field observations directed by the lecturer in geography;
- the liberal policy of the College regarding concurrent studies at the Canterbury University College and the encouragement given to students to draw on the complementary resources of the two institutions;
- the range and quality of social and cultural activities.

The centennial publication, for which I am privileged to write this introduction, is an attractively presented document. It contains a generous allocation of photographs, impressive in the range and balance of themes and for excellence of technique. Enjoyment of the book and of the whole occasion will be enhanced by the wit and the wisdom contained in the short contributions from a number of former members of the College. An historical section provides a well organised account of the development of the College from its establishment to the present. Considerable interest is being expressed in the objectives of current policy and in probable and possible lines of development in the years ahead. This need has been well met by contributions from the Principal of the College, the Deputy-Principal and a former Vice-Principal now associated with a sister tertiary institution in Christchurch. The ideas developed in the papers on policy provide grounds for confident expectation that the quality of organisation and academic planning will match fully the good facilities which are becoming available.



↑ Students and model schoolroom class grafting apple stocks

↓ Students, young and old, at Heaton Normal Intermediate, 1977



THE COLLEGE STORY: THE EARLY YEARS

A. B. Ryan

Canterbury was the last of the Wakefield settlements in New Zealand and in Canterbury the Wakefield plan most closely approached its ideal. It was intended that the new colony should be England in miniature — the epitome of an English county with its refinements of English society, its Cathedral and its College, to attract settlers from the upper classes. Till 1863 a denominational system of education reigned. Grants were made by the Provincial Council to all denominations willing and able to set up schools. In 1863, however, the system was adversely criticised by a commission under the chairmanship of H. J. Tancred. As a result of the report, a Board of Education was established and for the period up to 1896 there existed a dual system of denominational schools and board schools.

In 1872 church schools numbered only fifteen out of a total of seventy-seven and in 1874 assistance to the church schools ceased.

The increase in the number of schools, heightened by the introduction of compulsory education in 1875, brought the problems of teacher supply to the fore. Teachers were still sought from England but school populations continued to increase and an attempt at local recruitment was made through the establishment of a pupil-teacher system. Under this plan, which persisted albeit with many modifications from the 1860s until the end of 1931, youths and girls between the ages of thirteen and sixteen were engaged as pupil-teachers. Their engagements were to expire at the age of eighteen, when those who had been successful in passing the annual examinations would be received into the ranks of the teaching profession. Eventually a minimum entering age of fourteen years was fixed and pupil-teachers had then to serve the full term of four years.

Pupil-teaching in those early years must have been a make-or-break affair. A school pupil might graduate direct from Standard VI or VII to pupil-teacher status, to find himself in charge of a large class of his erstwhile school-mates, some perhaps older than the pupil-teacher himself. In 1926 the term pupil-teacher was officially discarded. Matriculated students were appointed as probationers for one year, but they were required to serve a year as a probationary assistant at the end of the college course. After 1927 the Training College Entrance examination became the prerequisite for admission to Training College.

In 1872 nearly fifty per cent of the 12,000 Canterbury children between the ages of five and fifteen were at school. The shortage of teachers had become acute and the Board of Education, "believing that such a school had become an absolute necessity", asked the Provincial Council to establish a Normal School to which pupil-teachers might progress at the end of their contracts. The Council acted on the Board's advice. A contract was let for the erection of a Normal School and on Anniversary Day, 1873, the foundation stone was laid by the Governor, Sir James Ferguson.

The first section of the Normal School was taken over by the Board of Education in September 1875, but it was not until April 1876 that it functioned as a school. The whole school was under the direction of the principal, Charles C. Howard, F.R.G.S., recently appointed from Battersea Training College in England. To assist him, the Board appointed in May 1877 Edwin Watkins, B.A., as tutor. Mr Watkins thus began an association of thirty-five years with the Normal School, eighteen as tutor and seventeen as principal, which office he held up to his death in 1912. In 1878 a second tutor, A. C. Newton, was appointed. The practising school was organised into two sections, a boys' school under John Curnow, B.A., LL.B., and a girls' school under Miss A. M. Perry.

The first years were mainly exploratory. Mr Howard was struck by the disparity of numbers between the sexes: the student roll at the end of the first year had reached thirty-

seven, of whom only six were men. There was little alternative employment save domestic service offering for women and there was no dearth of women applicants. With men, however, it was a different matter. In the 1870s Julius Vogel's public works schemes were dominating the labour market and teaching seemed a poor pursuit in comparison. Those men who did become pupil-teachers preferred to seek positions as assistants on completion of the pupil-teacher contract rather than suffer the loss of their £50 salary if they entered the Normal School. It is recorded, in fact, that during the first year several students left, being unable to bear the pecuniary strain. Mr Howard campaigned ardently for salaries for students, and in 1878 his efforts met with partial success. Pupil-teachers who passed their third annual examination with credit might spend their fourth year as students and retain their salaries. In 1880 a system of scholarships was introduced. Four grants of £50 per annum for two years and two grants of £60 per annum for three years were offered to students. In 1882 full success was gained when the Board agreed to pay students at a rate of £30 per year. The tag "as far as funds permit" made the promise a somewhat uncertain one.

The first principalship had, however, ended in July 1879 when Mr Howard left to open the new training section at Wellington. Mr Watkins continued alone until January 1880, when Mr Malcolm of the Tokomairiro District High School commenced his duties as principal.

Charles Howard was a genial man of great ability who did much for education in Canterbury. He gave a new outlook to teachers, who became aware that there was such a thing as Principles of Teaching. His lectures, seventy in all, given to practising teachers commanded an average attendance of two hundred and a second series was delivered at Timaru. According to one of his teachers, he was at his best in his chats with staff and students, or when joining with them in amateur theatricals and on the playing-field (where he led a student cricket team to victory against a Kaiapoi eleven).

William Malcolm's first year of office saw the completion of the Montreal Street wing, which housed the kindergarten department and gave more accommodation for the students. Regulations were gazetted in 1880 to govern entry of students at the Normal School. Applicants might be of either sex, must be at least seventeen years of age, of good moral character, sound constitution and free from any defect or infirmity that might impair their efficiency as teachers. The entrance qualification was the examination normally required of pupil-teachers at the end of the fourth year. The scholarships were to be retained. The course was to be not less than one year, and successful applicants were required to enter into an agreement to teach for two of the first three years after leaving or pay a forfeit of £20 for each year.

Two innovations appeared about this time. In 1880 Mr Malcolm reported the introduction of needlework: 'Our female teachers, should be perfectly acquainted with darning, mending and knitting that the same might be taught in the schools in which they labour.' The second innovation was the establishment of a rural model school, entry to which brought about keen competition among the children of the practising school.

The tranquillity of Normal School life was rudely broken in 1887 when the Government, which was encountering financial difficulties, decided to withhold the grant which paid for the training of teachers. The Canterbury Board was forced to act and the engagement of the principal, tutors and kindergarten mistress was terminated. The students responded in typical fashion. 'Rooms to Let' notices were hung in windows and an effigy of the Minister of Education was publicly hanged. In order to conserve funds, the Board's secretary, J. V. Colborne-Veel, M.A., became the official head of the school and brought to his new office a wide experience of educational matters. He was a striking figure, short, slightly built, fully-bearded and monocled – a well-known personality in Christchurch. The plan was to staff the practising school with students, apart from the

headmaster, headmistress and infant mistress, two men assistants and one woman assistant. The school, whose roll was slightly over a thousand, was to be divided into classes of convenient size, to which two students were to be assigned — one to teach in the morning and the other in the afternoon.

In July 1895 Mr Colborne-Veel died and Canterbury education lost one of its best-known figures. But in the same period it gained. In 1891-2 the student roll included the name of James Hight who as Dr Hight became Professor of History, and Rector of Canterbury College, and was awarded the accolade of knighthood. In 1894 came Ernest H. Andrews who, after a career of public service during which he was chairman of the Canterbury Education Board and Mayor of Christchurch, was also knighted; while the 1895 list includes the name of John E. Purchase, later to be appointed principal of his Training College.

The logical successor to Mr Colborne-Veel was Mr Watkins, who was confirmed in the office of principal in November 1895. The appointment was a happy one and apparently Mr Watkins's memory was sufficiently good to cope with the large number of students who passed through the College during his seventeen years of office. One of his earliest acts was to increase the time devoted to kindergarten work, especially for women students, and in this the department was fortunate to have the services of Mrs Bullock. Cooking was also introduced on the feminine side of the curriculum while the Saturday morning military drill parades became compulsory for men students. The average roll remained in the vicinity of forty but even so there were frequent vacancies. To keep up the supply, matriculated students who had had no pupil-teacher experience were admitted as students of Division B. Like his predecessors, Mr Watkins believed in the closest co-operation between the Normal School and the University. Despite difficulties of timetabling, able students were still permitted to attend classes in the three subjects necessary for a section of the degrees. Successful students were also permitted to remain

at Normal for a second year to further their degree studies. Among the Normal School subjects, music and drawing now entered their own and neglect of these subjects was one cause of a sharp rise in the number of uncertificated teachers. But after persistent attempts to secure a pass in music, a student might ultimately be allowed to submit another subject for it. After the Teachers' Salaries Act of 1901 the E certificate was abolished and that served to add to the ranks of those uncertificated.

Three years later, in 1904, a new syllabus for primary schools was adopted and the whole system of teacher training was reviewed by the Education Department. The 1905 regulations introduced a four-year course — two years as a pupil-teacher and two years in college. Certain subjects were to be taken at university as part of the training course and the principal became ex-officio lecturer in education attached to the university college. From this time also, the term 'Training College' was adopted for official reference but in the minds of local teachers the label of 'Normal School' persisted for many years. Under the same regulations, salaries for those forced to live away from home were increased to £60 and recruiting benefited as a result.

Three important developments took place during Mr Watkins's principalship. A college magazine appeared in 1905, edited by Miss Florence Williams. For the first few issues, the Board's duplicator was used but the general effect was improved by a photographic print of the Normal School on the front cover. Publication then lapsed but in 1910 the first printed *Recorder* was produced by a proud committee under the leadership of Mr T. A. Fletcher.

The year 1911 brought the first attempt to organize college social activities. The Saturday Night Club, which seems to have developed as a consequence of increased numbers of students overtaking the accommodation at Mr Aschman's Saturday evening 'at homes', provided on alternative Saturdays for such activities as drama, debating, music and dancing.

Mr Watkins's successor was Mr T. S. Foster, M.A., then

an inspector of schools and a one time headmaster of West Christchurch School. For the first three years work proceeded normally. All students attended lectures at Canterbury College, the first-years in English literature and the second-years in education. Roll numbers remained steady at the hundred mark until 1915 when they began to rise. The First World War, however, caused the composition of the groups to change. The number of men students dropped to 21 out of 115 in 1916 and to 13 out of 100 in 1917.

The increase in numbers brought an addition to the college staff, Mr J. E. Purchase being appointed as an assistant lecturer. A most important event was the acquisition of the present Training College site in 1913. It was hoped that building would proceed immediately but war intervened and despite an increasing pressure of student population, and a ripple of optimism in 1916, nothing was done. In September 1918 Mr Foster died after a long illness and Mr Aschman, headmaster of Normal School, who had been acting-principal since the previous November, carried on until April 1919 when Mr J. E. Purchase, M.A., F.R.E.S., was appointed. Like his predecessors, Mr Foster left behind him many memories. He was an effervescent character, one which gloried in hard work, and he combined scholarship, experience and love of his vocation to reach his high ideal of a teacher's work.

During the years of Mr Purchase's office the Christchurch Teachers College really blossomed. Roll numbers rose to three hundred, the staff was increased by the appointment of specialist lecturers, the sporting and social life of the students broadened, the new college was occupied. In May 1927 an enthusiastic gathering of ex-students celebrated the jubilee of the Christchurch Normal School Training College.

The dislocations inevitable after years of warfare meant a shortage of qualified teachers but the 1918 salary scale gave considerable increases in both pay and allowances to students, which no doubt assisted recruitment. The roll,

which stood at 150 in 1920, rose to 280 in 1925 and to 300 in 1930. This increase brought its own problems.

Staff appointments were made in the basic subjects. In 1919 the Training College staff numbered three, the principal and two assistants, Messrs W. A. Service, M.A., and J. H. Wilson, M.A. In 1919 Mr Polson, M.A., became the first vice-principal of the College and Mr L. J. Wild, M.A., B.Sc., replaced Mr Service. In 1920 Mr R. S. Pearson was appointed as the first 'Critic Teacher'. There was a rapid increase of staff in 1921. Miss A. F. Ironside, M.A., the first lady member, was appointed to specialise in science; Mr George Jobberns, M.A., B.Sc., replaced Mr Wild and specialised in physiography; Mr J. J. Cornes, B.A., B.Sc., replaced Mr Wilson, and Mr W. Greene was appointed to take charge of art. In 1924 Mr W. T. G. Airey, M.A., was appointed lecturer in history; 1925 Dr Helen Richmond, M.A., Ph.D., in English; and 1927 Mr (now Dr) Vernon Griffiths, M.A., Mus.B. (Cantab) in music. Instruction in method remained the responsibility of the headmaster and infant mistress of the Normal School assisted by the demonstration lessons conducted by the members of their staff.

But among all these gains, there was a major loss. In 1924 the headmaster of the Normal School, Mr C. T. Aschman, retired. Mr Aschman first appears in the records as a student of the 1887 class, and in 1892 when he was appointed third master, he began an association of thirty-two years with the Normal School. As method lecturer, headmaster, and acting-principal, he came in touch with successive bands of students each of whom carried away memories of his keen humour, his geniality, his penetrating intellect and, above all, his unbounded enthusiasm and his deep knowledge of educational needs.

The new college was erected in three parts — first the Peterborough Street wing, completed in 1926, which contains the foundation stone laid by Sir James Parr on 8 September 1924; then in 1927 the Montreal Street wing; and finally in 1930 the women's block and the craft lec-

ture-room were added. One unfortunate feature was that the new college provided accommodation for only three hundred students and the student roll was already near that figure.

In 1926 the first third-year studentships were awarded. The additional year was to be spent in university courses to prepare students for positions in secondary schools or the secondary departments of district high schools. Any student who showed sufficient industry and ability to complete either the B.A. or B.Sc., or reach the final section of either by the end of his second year, was to be regarded as eligible for a third year in college.

In 1931 the guidance of the College passed from Mr Purchase to Mr J. G. Polson who, like his predecessor, was a product of the old Normal School. It was a happy sign that there should be associated with him as headmaster of the Normal School, a fellow-student of the 1899 class, Mr W. C. Colee, M.A.

Mr Polson's first years were difficult ones. Extra teachers had been trained in the previous decade but the additional rooms which were necessary before a reduction could be effected in the size of the classes had not been forthcoming. The Government faced with the onset of economic depression, adopted a policy of reduced expenditure. The building programme was cut drastically. There were no positions for large numbers of ex-training-college-students and employment was rationed among them. In order further to curtail expenditure, and at the same time reduce unemployment among teachers, no probationers were appointed for 1932 and in 1933 there were no admissions to any of the training colleges. In that year the second-year students were grouped at Christchurch and Auckland and the colleges at Dunedin and Wellington were closed. At the end of 1933 the Christchurch and Auckland colleges also closed for an indefinite period although there were many protests that such a policy must inevitably result in a shortage of teachers. Fortunately, the example of 1887 was not followed and the services of the staff were not lost. Some

were absorbed into the inspectorate; the work of schools broadcasting which was begun in 1933 claimed others; and some staff members became itinerant specialists conducting classes for teachers in country districts.

Towards the end of the closed year, 1934, the economic horizon appeared brighter and it was evident that unless some training were re-established the fears of a shortage of teachers would be realised. Accordingly, a limited number of students were admitted to the Christchurch and Auckland colleges. Towards the end of the year the Department decided to reopen the Dunedin and Wellington colleges and in 1936 Christchurch lost a considerable number of its second-year students to those colleges.

Roll numbers remained comparatively low and there was opportunity for further experiment. In 1939, the 'in-college day' was introduced. The Christchurch College had barely re-established itself when the Second World War brought further dislocation. At first the effects were slight but as the tempo of war increased the College suffered greatly. Staff and students left with little warning to enter the armed forces and the ratio of women to men students increased sharply. In order to keep up the supply of teachers it was found necessary to lower the entrance qualification, and also the age of entry to seventeen. Even so, the supply of teachers proved to be inadequate.

As an added misfortune in those days of trial came the death of Mr Polson in 1943 and the loss of his guidance. John Ernest Purchase and John Gunn Polson together directed the Teachers Training College for twenty-five years, a period which included the golden years of expansion and the difficult years of depression and war. Both were teachers in the truest sense of the word and both had reached their office by the hard road of teaching combined with part-time university attendance. In choosing a successor to Mr Polson the Canterbury Education Board went beyond the perhaps narrow confines of teacher-training and appointed Mr D. Mackay, M.A., Dip.Ed., who was at that time an inspector in the Taranaki district.



Class of . . . ?

In 1945 a new phase began with the return of servicemen to civilian life. The immediate post-war years saw the loss of large numbers of women teachers through marriage, and the effects of the low intake of men during the war years was felt acutely. At the same time, the phenomenal birth-rate of those early post-war years warned of grave difficulties in the future. The colleges were called upon to train even more teachers. The student roll of the Christchurch College rose from 300 in 1945 to more than 450 in 1950 – more than half as many again as the College had been built to accommodate.

In 1949 came the last of the major innovations of the early years – the introduction to the College of a group, approximately fifty strong, of special course trainees, selected with a minimum age qualification of twenty-one and slightly relaxed educational requirements. After a year's training, the special course students – or, as they appear to have been universally known, the 'pressure cookers' – took up appointments as probationary-assistants and then advanced to general teaching positions.

The year 1952 marked the completion of 75 years of existence for Christchurch Teachers College, years that can be said to have offered a proud record of achievement.

*Student Executive,
1921*

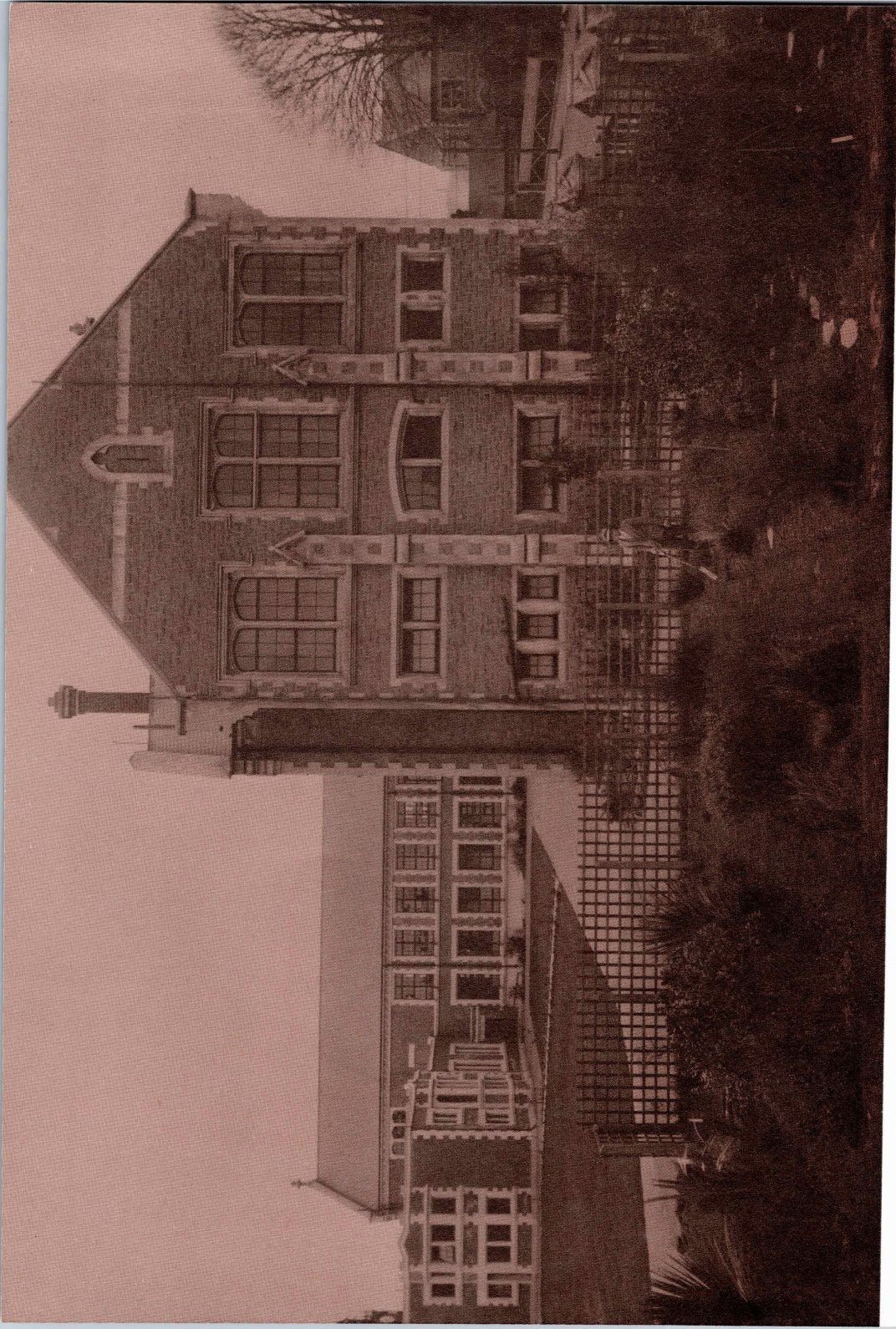




↑ Normal School, Cranmer Square, with spires intact

↓ Normal School — condemned — 1977





↑ The new Primary College, 1936

↓ The present facade of the Primary College





THE COLLEGE STORY: THE LATER YEARS

R. H. Murray

Developments which have marked the latter part of our century have centred on a small number of major events.

By the mid-1960s the College was shaping up to the introduction of three-year teacher education for most primary teacher trainees. Along with the introduction of three-year teacher education came the plan to vacate the town site, with its two substantial buildings and outstations of prefabricated lecture rooms and acquired houses, and move to new buildings at Ilam. A third development was in the form of a change in control, with the Canterbury Education Board, responsible for the immediate control of teacher education in its area, handing over that responsibility to a newly constituted Teachers College Council.

A decision which has created an institution unique in teacher education in New Zealand was that following the report of an investigatory committee headed by Professor R. H. Brookes, which recommended the establishment of a unified college providing teacher education at all levels from pre-school to post-graduate.

The last event, which comes, significantly, at the end of the first century or the beginning of the second, is the move towards a growing involvement in continuing teacher education, an event which marks probably more than any other the achievement of maturity as a tertiary institution.

The decision to increase the time spent in pre-service education to three years was welcomed by college staff. For some time there had been a realisation that a two-year course provided insufficient time in which to develop attitudes, levels of skills and knowledge needed in the growing complexity of a modern classroom.

Preparation for change was undertaken enthusiastically. The principal, George Guy, moved to set up a committee

structure to provide comprehensive planning for change; subject departments engaged in long and earnest debate to judge what kinds of courses and what teaching strategies were best suited to the preparation of the young teacher.

Planning was carried out under some general guidelines provided by the Department of Education. The plan that emerged was peculiarly a Christchurch plan, an approach that motivated staff both in planning and implementation.

The basic plan had a pleasingly simple structure. Three areas were identified: academic studies directed largely to personal development, professional studies, and teaching practice.

Academic or, as they became known, selected studies were based on studies already taken by students in a two-year course. The changes came in their relationship to the classroom. While elements of most, if not all, courses offered as selected studies could be related to the classroom their aim was to increase the stature of the student as a citizen as well as to prepare him as a teacher. In a world in which the general standard of education was apparently rising the teacher had need to be seen as a well and liberally educated person. Certainly, at the time and since, changes in emphasis in secondary schools were producing more liberally educated entrants to College. What the College offered was depth and enrichment in areas of choice.

Students were asked to select two academic studies, one of which would be followed for two years, the other advanced to third-year level. For some students university studies substituted for in-College studies. Indeed a range of possibilities was offered through in-College studies, university studies or a combination of both. Of interest has been a tendency to favour in-College studies, a tendency which has not been materially affected by an apparent lift in the entry qualifications between 1967 and 1977.

Field-work has formed an important part of the programmes in a number of subject departments. One important development in the planning for a three-year course was the provision of time at the beginning of the

second year for a period of intensive studies. In this time field-parties have visited many areas of New Zealand while home-based groups have used college facilities to provide activities not possible within the confines of an institutional timetable.

An increasing emphasis has been placed on choice within courses and courses with traditional labels have tended to offer untraditional fare. An example of change, in this case accompanied by a change of name, was the translation, by due process, of the Social Studies Department into the Social Sciences Department.

A growth in college population concurrent with the introduction of the new course structure saw an increase in staff, with the recruitment of specialist staff into subject departments to deal with problems of new and revised and lengthened courses offered at a level comparable with undergraduate courses at a university.

The 'new look' professional studies courses provided in the first two years studies of the areas of the primary school system. A semesterised programme allowed students to study in two syllabus areas each semester and at the end of two years the eight areas of the primary school syllabus would have been introduced as a basis for more substantial acquaintance in a teaching situation. In the third year a curriculum studies course gave opportunity for an integrated view of the primary school curriculum as well as relating its implementation to the realities of classroom practice.

Concurrently with syllabus and curriculum studies, courses labelled 'Education' brought to students the results of research into human development, the learning process, evaluation, and the like. The attention of students was drawn to the nature and philosophy of education and the more discerning established the relationship of these studies with the job that faced the classroom practitioner.

One further element in that area of professional studies was the introduction of a course in language usage which became the college English course in the first and third

years. The course provided a means of improving communication processes. This meant anything from remedial work for a few students who had specific problems in the use of written or oral language to individual extension activities to those adjudged fluent users of English. The obvious importance to a teacher of high levels of skill in communication seems sufficient justification for the course offered. In the last revision of professional studies courses in 1975, and introduced in 1976, the third year course disappeared as a required course although some options now available in the third year are chosen by students who recognise the importance of the language skills and arts.

Mention has been made of a revision of the third year professional studies courses in 1975. At that time the Primary Division Board of Studies was convinced that a common course for all final year students was not in the best interests of students facing quite different situations in the following year. Many students had by that time formed a preference for a level in the schools with a reasonable chance that in their final year of training that preference would be recognised and that course structure should reflect this. Some students saw the need to extend their knowledge or skills or to gain these in areas in which their studies to this time had been light.

What emerged was a broadly optional course structure in professional studies with a small number of general requirements. In the year and a half of experience, the new arrangement seems to have been well received by students who largely design their own third year course.

In planning for professional studies two subjects received emphasis. These were reading and mathematics. At the beginning of three-year teacher education, the term 'New Math' was gaining currency but seemed the sacred preserve of a select band. Yet teachers were to face up to teaching it. All students faced its mysteries and method in a semester-long syllabus study in the first or second year and a further course was provided in the third year. The same time allocation has been given to reading.

Maori Studies has also fitted into this area. Although primarily directed towards a study of social structure and usage in the Maori community, the course develops understandings useful to young teachers teaching and living in areas where there are Maori and other Polynesian families and children.

Teaching practice was to be spread across three years and its distribution reflected the intention to intensify the classroom emphasis over time. A new student would spend five weeks in schools in his first year and ten weeks in the third year. First-year experience would be limited to getting the feel of a classroom and school environment; the third year would provide a whole week of class teaching. Each teaching practice in the second and third year would have a substantial teaching task related to in-College professional studies.

Teaching practice as such was not the only contact with classrooms. As the three-year course developed many professional courses involved students in work in schools, a development that placed increasing demands on schools, a demand that has been met with great goodwill and understanding by school principals and staff.

Another contact with schools which is growing is the home school' scheme. Here, students form an association with a school and visit on an own arrangement basis to observe and carry out teaching tasks. The pressure of college commitments has been responsible for only limited use of this provision.

Systems or organisations with any hint of dynamism are systems in change. As only indicated here, the three-year course plan in Christchurch was under scrutiny from its inception. The Primary Division Board of Studies' records over nearly ten years are records of proposals for change, some subtle, some substantial. As staff and students have recognised real need for changes, changes have come about which in some respects reflect perceived needs of society and to a degree try to show ways in which education can lead in meeting the problems of change itself.

Specialist Education

Teachers and others have always recognised that there are children in our community with special needs. The general practitioner in the classroom makes what provision he can. There is a need, increasingly recognised, for teachers with specialist qualifications to work in the field of special education.

Christchurch Teachers College has a history of interest in this area and particularly in speech problems. At first the problems of children with speech difficulties were dealt with as part of the general course work of students. However, the need for specialist teachers was recognised in the setting up of speech clinics in selected schools to be staffed by qualified therapists.

Courses for speech therapists were innovated in Auckland and Christchurch. The course in Christchurch caters for students who complete a year of general teacher education and then move to a two year course specialising in a wide range of speech and speech related topics. In one of the houses acquired in the process of expansion during the 'fifties and 'sixties, a clinic along with non-specialist rooms has been set up to meet the needs of course staff and members. As part of the new complex at Ilam, a new building has been designed to house a growing Special Education Department and to provide a more specialised environment than has been possible in a converted residence.

Of note has been the close liaison with medical staff of the Christchurch hospitals and clinical school and the opportunities provided by speech clinics for working on practical components of the course.

The College mounts the only courses in New Zealand for teachers of the deaf and for advisers to the deaf. This course has provided for teachers who have had classroom experience and for a limited number of entrants who have completed a three-year course of teacher education. As with speech therapy, course members and staff work

closely with medical colleagues and the staff of the School for the Deaf in Sumner. In the last two years a course for advisers has been instituted where a small intake goes through an intensive course.

The latest addition to courses in special education is that for teachers of handicapped children, which had its first intake in 1976. So far the intake has been limited to nineteen students all of whom have a background of considerable experience both in schools and in most cases, working with children having some form of handicap to normal development.

It would seem that the education of teachers and others involved in work with handicapped children will be a growth area. Already an extension course has been offered for non-teaching staff working with deaf children and more courses of this kind are planned.

The Library

The changes in course structure and length of courses, coupled with the move to Ilam of the Secondary Division of the College, have brought new demands to the library which, over the years, has done much to give our institution coherence and character. In recent times it has served two populations on two sites despite the difficulties inherent in such an arrangement. In the future, in a magnificent new structure rising at Ilam, it will enjoy conditions allowing the development of services that have for so long been the ambitions of successive librarians.

Housed at the beginning in the main building, the library provided a centre for serious study. It was presided over by librarians of rare quality whose names are recorded elsewhere. The library served a relatively small student and staff population and served them well.

Growth in student and staff members, the establishment of the Secondary Division of the College in 1954, and the demands for a wider range of library resources made the main block quarters inadequate. In 1967 the library stock was, by human variant of the conveyor-belt principle,

transferred to the new library on the corner of Montreal and Peterborough Streets. Here, with what appeared at the time to be a generous increase in space, the library could more conveniently serve the needs of the College.

Growth of college student numbers and increasing complexity of courses, along with a demand for new library services, quickly led to pressure on the new facility.

The college library had for some time housed and managed a film-strip collection for the Canterbury Education Board. In an era where the demand for audio-visual materials among teachers was growing the service provided expanded rapidly. Along with visual materials the library was building up its stock of records and its teaching picture collection.

An important and challenging development came with the beginning of development of the Ilam site and the shift to Ilam of the Secondary Division in 1970. Obviously, the library was to lead a divided life until the whole new Ilam complex was completed and all sections of the College were on the one site. The library staff coped with the task in fine fashion. Staffed still on the basis of a single library but on the two sites, operating shuttle-service for library resource materials between the town and Ilam sites made for a busy life with new problems to solve. Not the least task in this reorganisation was the task of duplicating the catalogue so that users at both Ilam and city had equal access.

Pressure on the town site library, and particularly the problem of a growing range of non-book materials, led to the search for more room. The shift of the Division U staff, responsible for full-term university students, to Ilam meant that the property at Peterborough Street known as Pitcaithly House had rooms available. Concurrently with the problem that the library faced in housing non-book materials, came increasing demand for a general resource area. Pitcaithly House became the town resource centre housing a range of resource materials and including the range of audio and visual materials previously held in the library.

It had been agreed early in the planning for Ilam that the library should be a central feature in the scheme of things. Following earnest discussions at various levels and proposals for change carried on even after the first steel-work and concrete had appeared, the new library, probably the most impressive of the buildings among those at Ilam, is, as this is written, starting to bear an air of near readiness for occupation and service.

Tertiary Liason

While historically there has been a long-term college relationship with the University, stemming from days when the principal of the College was also a member of the education staff of the University, the link has not been strong. Certainly, various members of the university staff have given valued support from time to time. In planning for the introduction of three-year primary teacher training, representatives of university departments joined committees planning new courses.

The appointment of a number of university staff members of senior standing to the interim and, eventually, the fully constituted Teachers College Council has given a particular strength to that body as well as bringing a new dimension in understanding and co-operation.

Not only has the relationship with the University strengthened — an at first subtle, and now more obvious, change in role of the College has been matched by vigorous development in the Christchurch Technical Institute. Within the Christchurch educational catchment areas in recent times four institutions of tertiary education have been in the field offering pre-service and continuing education. Commonsense dictates that their efforts should be complementary rather than competitive. The situation has been recognised at governmental and local level. In June 1970 the Minister of Education is reported as saying that there was "a need for New Zealand to develop a tertiary education system with closer liaison between universities, teachers colleges and technical institutes".

Discussions among the institutions concerned, the University of Canterbury, Lincoln College, the Christchurch Technical Institute, and the Teachers College led to an agreement to provide machinery for co-operation. The Christchurch *Star* reported in March 1975 that the four were to 'develop relations among the four institutions which would increase the co-ordination, efficiency and economy of their operations'. The Tertiary Liaison Committee has functioned since in helping to provide inter-institutional communication and in rationalising the use of educational resources.

A Single College

From the time of the appointment of E. P. Blampied as principal of the Post Primary Division, the College, although apparently a unitary institution, functioned effectively as two colleges. Indeed, an increasing degree of independent function was evident before Mr Blampied's appointment.

A third element in the picture of teacher education in Christchurch was in the Kindergarten Teachers College sited on the corner of Salisbury Street and Park Terrace and related to the Teachers College by a system of college representations on the controlling body.

The formation of a Teachers College Council and the decision to acquire a site for redevelopment brought into focus the question of the form that teacher education was to assume. Advocates were heard for a unitary scheme of teacher education, for separatism with détente, for absorption by the University and any number of variants on these themes.

Beggared by the uncertainty among those concerned, and wary of the political implications of unilateral action, the government of the day did what governments do when faced by like situations: appointed a committee to inquire into the matter and report. The committee was headed by Professor R. H. Brookes, Professor of Public Administration of the Victoria University of Wellington. After hearing

evidence in Wellington and Christchurch the Brookes committee came down with a blueprint for the development of a unitary college. Accepted with varying degrees of enthusiasm at first, the recommendations of the report have been the most important influence in recent developments in the College.

As has been noted, the Brookes report recommended a single college with one principal, often referred to in early discussion as a 'super-principal', which was construed by some as a convenient term, by others as a short job specification. The report provided for a deputy-principal and directors of programmes to replace the hierarchy: principal, Primary Division; principal, Secondary Division; two vice-principals and two deans. The report went further and recommended that pre-school teacher education should become part of teacher education as such. In this respect the report was in sympathy with thinking already current in Christchurch.

The Brookes committee proposals, if adopted, would lead to the first example of an integrated teachers college in New Zealand. Naturally enough, proponents of other forms of organisation voiced some protest but there was also a degree of acceptance which augured well for the success of the idea should it become fact.

The government was handed the Brookes report in mid-1973. In March 1974 the newspapers reported that the cabinet had approved the first unified system of teacher training.

The first substantial move towards realisation of the new concept came with the appointment of Dr J. F. Mann, who had for seven years been principal of the Primary Division, as principal of the combined College. For a year the College was in the unique position of having three principals, Dr Mann as principal of the College, Mr A. Cargo as principal of the Secondary Division, and Mr C. J. Wright as principal of the Primary Division.

An administrative shape more like that envisaged by the Brookes report came with the appointment of Mr I. D.

Stewart as deputy-principal in November 1975, and the translation of Mr Cargo and Mr Wright as directors of secondary and primary programmes.

These steps in themselves were important. What was more important was the need to develop new ways of thinking about teacher education as a combined operation. In a sense, the new structure seemed to defy a long history of separatism in primary, secondary and pre-school education. Caution and encouragement were needed in gaining the solid professional support needed to make the new model of teacher education work. That has been the policy and, in 1977, there is a degree of co-operation between all sections of the College which would have seemed surprising in 1974. The concept of integrated teacher education has gained strength from moves within the Department of Education to provide an administrative structure at that level which recognises that education is a continuing and developmental process rather than, as it has appeared to the observer, a series of discrete experiences in human existence.

Continuing Teacher Education

The College has, for many years been involved in the continuing education of teachers. Staff have contributed to in-service courses mounted by the Department of Education, by teacher organisations and schools. A smaller number of courses has been college organised and college based.

In the last two years however, there has been a fresh examination of the role of teachers colleges, and new emphasis has been placed now on the role of the colleges as centres of continuing teacher education. The intention and the fact go further. Already our own college provides courses for tutor sisters from the local hospitals and for other community groups which have some teaching functions.

While there has been recognition within this college that college-based continuing education of teachers is a proper

function, the recognition is of more recent currency elsewhere. From 1975, however, policy statements by members of government and Departmental officers, and a series of reports, seminars and conferences have emphasised the growing responsibility of colleges for continuing teacher education.

The College has responded to the challenge by offering a number of courses of varying length to teachers and to teaching related groups. A significant point of development was the first graduation ceremony for part-time students held in February 1977. In a graduation address, the deputy-principal, Ian Stewart, indicated that the College had at last reached full tertiary status in offering courses at pre-service level for teachers in all areas of the service, for serving teachers and for groups drawn from the wider community.

The year 1955 saw the retirement of Duncan Mackay as principal and the beginning of a new development in teacher education in Christchurch; 1975 saw the culmination of some of those developments. Two years later, in 1977, in a period of economic recession and a declared over-supply of teachers, the College is moving in new directions which will make for closer relations with the University, a multi-functional role and provision of comprehensive facilities in teacher education.

The College Council

The moves that in 1968 led to the establishment of a teachers college council were not in themselves the expression of a new idea. The proposition that teachers colleges should be autonomous centres of teacher education had long currency. This is not the place to examine the sources of influence in this development, nor to examine the part played by politics; it is sufficient to follow the public story of the appearance of the Christchurch Teachers College Council.

Newspaper readers were informed in September 1965 that a body known as N.A.C.T.T. had reported to the

government on the control of teachers colleges. According to *The Press* the National Advisory Council on the Training of Teachers had recommended the establishment of teachers college councils to administer teachers colleges and had advocated the 'setting up of the Councils as independent bodies'. It was intended that councils 'would bring together representations of all major interests'. Interest in the status of the College was not only an internal concern. Mr T. H. McCombs, headmaster of Cashmere High School, expressed the opinion that the time had come 'for the status of training colleges to be raised, if not to the status of a university, then to the status of colleges in America'. Independent councils would have an important part to play in the status-raising process.

The Canterbury Education Board, long responsible for teacher education in the area, could have been expected to wish to retain its interests. Yet by November 1965 the board was reported as having accepted in principle the idea of a teachers college council, a move which was consistent with the far-sighted approach to teacher education shown by the board throughout its period of control. Developments from this point were surprisingly rapid. Along with the decisions that would lead to the development of a teachers college council, was a parallel decision that eventually the College would need to be resited, and fourteen acres of land were purchased early in 1966.

While the passage of a year might not support the thesis of rapid development the Minister of Education (the Hon. A. Kinsella) was able to announce early in 1967 that agreement had been reached on the form of this major change in administration of teacher education and that during the year legislation would appear to validate the proposed councils. In late February 1968 approval was announced for setting up the Council with effect from 1 April 1969, and membership of that body was announced on 1 October.

After an interim arrangement as to membership and function, the position of the Councils was clarified in the

consolidation and reprinting of the Education Act in 1976. The reprinted Act laid down the constitution and functions of the councils. Funding was to be by grants of various kinds from the Department of Education. A major question which has exercised the minds of those involved in teacher education since the establishment of councils has been the relative roles of the councils and the Department of Education. Although early announcement emphasised the independence of the councils, it was obvious that they would operate in the institutional framework imposed by the state services system. Financially, the doctrine of accountability must apply. It was in terms of development of academic and professional policy that, in many minds, the test of independence would lie.

Before the appearance of the councils it was obvious that colleges were 'going it alone' in the way in which courses of teacher education were taking shape. While having certain common elements, courses of three-year teacher education in Dunedin and Christchurch teachers colleges looked, externally, distant relations. The appearance of councils did nothing but add to this kind of diversity of approach to teacher education.

The machinery developed for course validation in Christchurch gave encouragement to professional staff in course planning. Boards of studies in the two divisions provided a first screening for courses. The Council established an Academic Board which took the next step in examination and validation. The Academic Board, a body of impressive professional and academic competence, was not to be regarded lightly, nor was it by the Department of Education whose queries on courses submitted to it for final approval tended to be on questions of economics rather than course objectives and content.

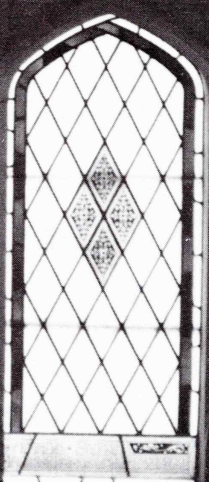
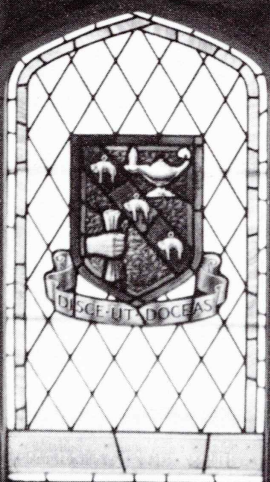
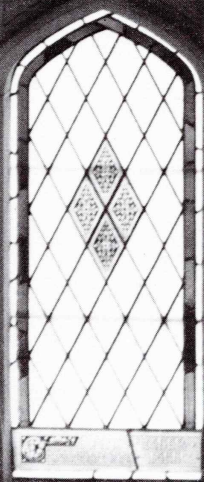
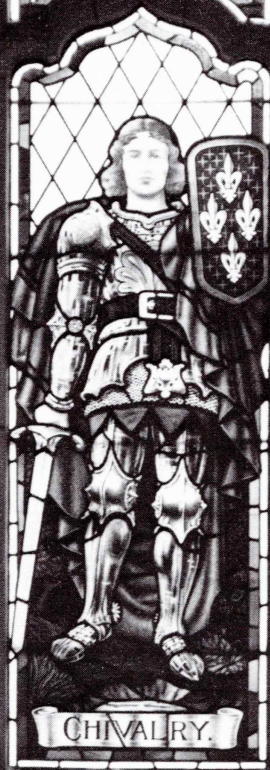
While the Council has exercised a considerable degree of autonomy there has been a certain ambivalence not uncommon in outgrowths in an essentially centralist system. The quality of membership of the Council and its principal officers has ensured that the Council has not been seen as

merely imposing the resident impression of a distant seat of authority. In a time of financial restraint and changing role the Council is giving solid evidence that it takes most seriously its considerable authority in the field of teacher education in Christchurch.

The College story has traced lines of development over the first century. The College enters the second century as the first unified institute of teacher education in New Zealand. Within a year all sections of the College will, if the building programme remains on schedule, be located on the Ilam campus, with the opportunities that will offer for new approaches to teacher education. Already in the business of career-long teacher education, the College will increase its involvement in this area.

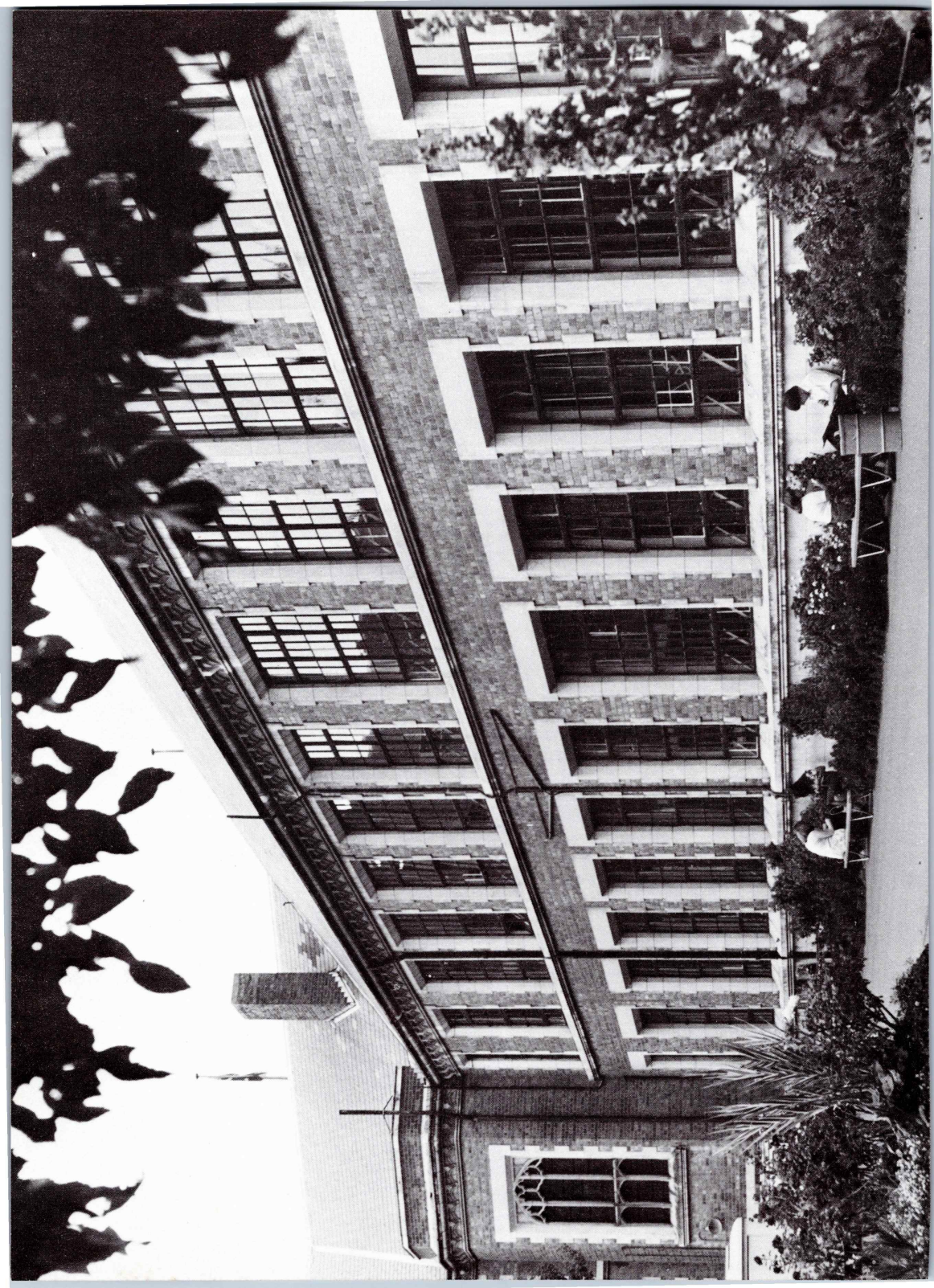
The old century ends in a period of economic uncertainty with some falls in student intake and the need for careful management of resources. Such an experience is not new in the story of the College. It gives opportunity for evaluation of the past and preparation for new thrusts in the years ahead.

















REPORT

—OF—

The Education Board of the District of Canterbury

FOR THE YEAR ENDED 31st DECEMBER, 1943

The Hon. Minister of Education,
Wellington.

Christchurch,
2nd March, 1943.

Sir,—

I have the honour to present the report of the Board for the year ended 31st December, 1943.

The Board: During the year the respective wards were represented as follows:—

Christchurch Urban Area: Messrs. S. Baird (until 10th June, 1943), A. Greenwood (from 30th July, 1943), J. J. Hurley, W. T. Langley. C. S. Thompson.

Timaru Urban Area: Messrs. A. E. Lawrence, A. Manning.

Middle Ward: Messrs. F. G. Armstrong, W. P. Spencer.

South Ward: Messrs. G. W. Armitage (until 19th May, 1943), K. Kippenberger (from 8th July, 1943), S. Smith.

North-West Ward: Messrs. A. McNeil, F. L. Turley.

and G. W. Armitage, the Committees of the Christchurch Urban Area and the South Ward elected Messrs. A. Greenwood and K. Kippenberger respectively.

At the Annual Meeting in August the following Standing Committees were set up:—

Appointments: Messrs. F. G. Armstrong, A. Greenwood, A. E. Lawrence, W. T. Langley, A. McNeil, S. Smith. Mr. Lawrence to be Chairman.

Buildings: Messrs. J. J. Hurley, K. Kippenberger, A. Manning, W. P. Spencer, C. S. Thompson, F. L. Turley. Mr. Thompson to be Chairman.

Agricultural and Manual and Technical: Messrs. F. G. Armstrong, A. Greenwood, J. J. Hurley, W. T. Langley, A. E. Lawrence, A. Manning, S. Smith, F. L. Turley. Mr. Armstrong to be Chairman.

Normal School and Training College: Messrs. F. G. Armstrong, A. Greenwood, J. J. Hurley, W. T. Langley, A. E. Lawrence, F. L. Turley, S. Smith. Mr. Langley to be Chairman.

Finance: Messrs. A. Greenwood, J. J. Hurley, W. T. Langley, A. Manning, A. McNeil, W. P. Spencer, C. S. Thompson, F. L. Turley. Mr. Hurley to be Chairman.

Transport and Consolidation: Messrs. K. Kippenberger, A. McNeil, A. Manning, W. P. Spencer, C. S. Thompson. Mr. Spencer to be Chairman.

At the ordinary meeting in August a seventh standing committee consisting of Messrs. C. S. Thompson (representing the City), F. G. Armstrong (representing the Country), A. McNeil (representing professional educationists), and A. E. Lawrence (representing lay educationists), was appointed, its duties being to report to the Board on current educational problems as well as on any questions that may from time to time be remitted to the committee by the Board. Mr. Lawrence was subsequently appointed Chairman of this Committee.

Obituaries: The Board records with deep regret the passing of Messrs. G. W. Armitage (19th May) and Samuel Baird (10th June).

Mr. Armitage had been a member of the Board since the amalgamation of the North Canterbury, South Canterbury and West Coast districts in 1916. He served as Chairman during the years 1921, 1922, 1931, 1938, 1939, 1940 and 1941, and on numerous occasions had been appointed to the Chairmanship of the Buildings and Finance Committees. Prior to the merging in 1916 he had been a member of the South Canterbury Board from 1904.

I REMEMBER

L. S. McCaskill

I remember: back in 1922 when instruction in teaching methods was given to large groups in the hall by Mr C. T. Aschman, headmaster of the Normal School, and the most brilliant lecturer of my experience. One day I was sitting in the front row when a huge labrador I had never seen before walked up the hall, sat by my desk and looked up at me with admiration. I was immediately ordered by 'Asch' to 'Remove yourself and your dog from the lecture-room'. Knowing too well that I would be the loser in any confrontation with that famous caustic wit, I did as requested, to the great joy of the assembled mob. An explanation in private was duly accepted by Asch.

I remember: my introduction in December 1932 to that doyen of musical performance and instruction, Dr Vernon Griffiths. I had just arrived from Dunedin to take up my position as lecturer in biology and was told I would be in charge of the grounds. I obtained a few boxes of annuals from the Botanic Gardens and was planting them when Vernon asked Bill Anderson, the college caretaker, to help him shift a piano in the hall. Not being able to manage it, Vernon suggested to Bill that he get the assistance of the relief worker in the garden. We duly completed the job and Bill introduced the new lecturer to Dr Griffiths. They then commenced a life-long friendship.

I remember: the greatest mistake in the history of New Zealand education when Dunedin and Wellington teachers colleges were closed in 1933 and Christchurch and Auckland in 1934. Christchurch had to accommodate some staff and all of the students from Wellington and Dunedin in 1933 and again in 1935 when it re-opened. Apart from the irreparable harm done to the schools and pupils there were some beneficial effects which were seen better in retrospect. The mixture of staff from three colleges to make a new staff

for Christchurch resulted eventually in an amalgam of personalities, ideas and practices which lasted for many years, though upset somewhat by World War II. The mixture of students from Taranaki and Poverty Bay to Southland produced life-long friendships and many marriages among people who would never have met otherwise. The whole process of junction and disjunction of the three colleges, which could have produced disastrous differences of opinion and clashes of personality, went extremely smoothly thanks to the experience and understanding of the principal, J. E. Purchase, and the vice-principal J. G. Polson.

I remember: the pleasant Edinburgh cadence of the late 'Jamie' Masterton, altered only slightly by his years of contact with the harsher New Zealand voices. But I also remember the description by students present of his reaction when, after giving detailed instructions to an art class, he later found one charming lass with a blank sheet of paper. 'Did you' not hear what I said?' — 'Yes,' replied the lass, 'but I can't understand your Cockney accent!'

I remember: the day we planted that magnificent specimen of *Ginkgo biloba* in the quadrangle — later dedicated to the memory of the much-beloved Jack Polson. Asked to address the assembled multitude, I had planned a historical account of Arbor Day since its institution in the Great Plains of the United States in 1872. But when I stated that, 'The farmers of Nebraska suffered from the wind,' the roar of laughter from the irreverent students prevented any hope of continuing a serious talk.

I remember: the major field-trips in the first week for second-year students, when Jobby, Arch Campbell, Jamie Masterton and I combined studies in geography, history, art and biology by taking a special train, stopping as we wished, at such places as the Hawdon River in the Arthurs Pass National Park and Birdlings Flat. More than curriculum studies were made. More than one romance commenced in the fastnesses of the mountain beech forest and an unknown number of men emulated the student in

'Riding Down from Bangor' after persuading the guard to leave off the lights for the fourteen tunnels on the West Coast line. How can we ever forget those three adventurous girls who climbed the rock face at Birdlings Flat, panicked and were unable to come down – and the train was ready to go. They just loved the ultimate descent in the arms of our biggest forward. So did he!

I remember: the surprises that could occur in the biology lab. Among them was the contribution made by a very pregnant sea-horse collected on a field trip to Taylors Mistake and duly ensconced in the salt-water aquarium. Attending a Saturday Night Club function, the Assistant-Director of Education asked to see the laboratory. As I switched on the light, the sea-horse flexed his body, exuding young sea-horses by the dozen from the brood pouch in which he had stored the fertilised eggs. Word soon got around the dancers, and they hastened to join the show. Surely never did so many people see so many wee sea-horses in such an unusual setting.

I remember: the first time I attended a Saturday Night Club after being released from the army. I realised that with most of the men students and several of the staff away in the forces partners must have been scarce the previous year. But I did not understand why in my middle-age I was so rushed in the excuse-me waltz, with the changes being rung every few seconds. I said so to my final partner as we walked to a seat. She looked me up and down and said, 'When we've been so short of manpower, anything is better than nothing!'

I remember: when I took the first-ever party of students to Lincoln College. The director, R. E. Alexander, gave us half-an-hour's demonstration on his beloved Milking Shorthorns, detailing their history, their dual-purpose function, and their special show points. At the conclusion he asked for questions. The inevitable student 'goat' – every group has one – said, 'Sir, are those Jerseys?' In the light of the subsequent verbal explosion, it was considerable time before I dared ask if we could go again.

I remember: when that class was returning from Lincoln it was demanded, against all College regulations, that we stop at the Prebbleton pub for a beer, which I was to pay for, and wait till six o'clock to drink. It turned out that Jobby, in a talk on 'Time' explained that (in those days) New Zealand standard time was calculated from Longitude 178°30", a line which ran directly through the bar of the Prebbleton hotel — and that was the only place where patrons could drink 'strictly on time'.

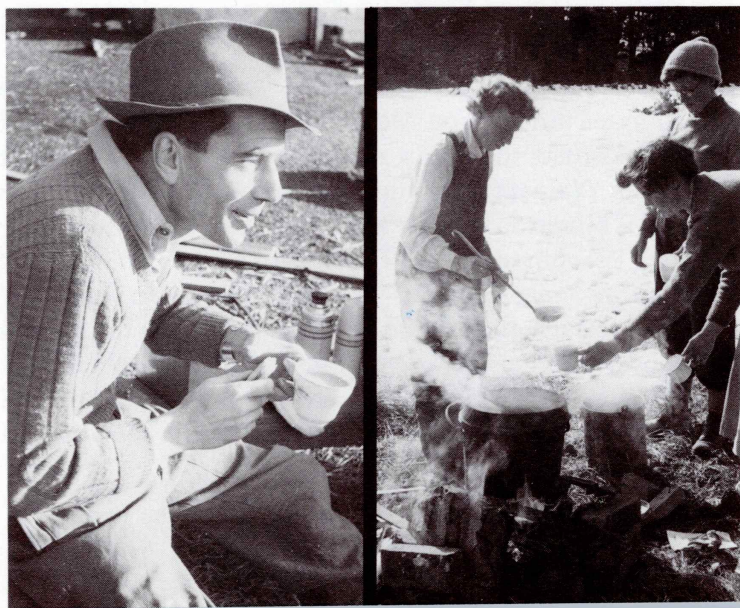
I remember: that once a year part of the Saturday Night Club entertainment was provided by Chris Aschman, reading gems from examination papers in his subject of teaching methods. I recall only one. A student wrote at the bottom of her paper, 'Please, Mr Examiner, don't be too hard on me. I am only a girl.'

I remember: the time my ego was permanently deflated during an inspection of the alpine section of the Christchurch Botanic Gardens. Growing there was a charming small *hebe* named after me and duly labelled. During a brief gap in my dissertation we all heard the remark of one girl to another as she read the label and studied the plant: 'A miserable little thing — like Cassie himself.' We remained friends.

I remember: the joyous times spent on weekend expeditions by an informal tramping club of which I was the permanent member for ten years, the personnel otherwise changing every year. For day trips we used the Sunday railway excursions for the visit to Arthurs Pass for the unveiling of the Dobson Memorial, the traverse of the old Weka Pass road, the tramp along the limestone ridge of Mt Cass from Waipara to Omihi, the climbing of Sugar Loaf at Cass in a blizzard, and the walk from the West Coast line via Lake Pearson to Avoca. There were no cars available for transport in those days but we used trains again for weekend trips to such places at Kaituna where we slept in the old chaff loft at the Parkinson homestead and walked next day to Lyttelton, and Amberley where we slept on the school floor for two nights to enable us to visit the coastal cliffs and

lagoon one day and climb Mt Grey and swim in Lake Janet the next. Probably best-remembered of all was the five-day trip at Easter to Akaroa. Of course in those days a chaperon was required for mixed parties. Propriety was served by Miss A. F. Ironside's travelling both ways by bus and staying at a hotel in Akaroa. We slept on the floor of the technical school. We went by launch to Pigeon Bay and after recovering from sea-sickness walked the Summit Road to Akaroa where we enjoyed tramps up the valleys and on to the local peaks. It was mushroom time – and bacon in those times was plentiful and cheap, so we ate well. An early morning launch trip to Duvauchelle led to a tramp over Mounts Sinclair, Fitzgerald and Herbert to Diamond Harbour and home. We *did* pay an official visit to report to Miss Ironside at her hotel.

I remember: my last month at the College in November 1944 when all students were given the chance, in groups, to spend four days at Arthurs Pass. Exceptional weather enabled each group to walk to Otira, climb Avalanche Peak, walk to Margaret's Tarn and the Punchbowl and see Temple Basin and its fascinating plant associations free of snow. Over the years I have had reminders of the effect these visits had in influencing the teaching and holiday activities of many teachers.



THE MOMENT OF TRUTH

Duncan K. D. McGhie

It has not been forever that the male students at a teachers' college have been distinguishable by their long hair. In days now long gone it was usually only the rare, individualistic, cultured musician who showed his indifference to social custom by neglecting a fortnightly visit to the barber shop. Ernest Jenner was such a man. Stories of Ernie's demeanour as a lecturer at Christchurch Teachers College made the man a legend in his own time.

Gaining a Teacher's C Certificate was the ostensible aim of all teachers in training, but there were severe hurdles to be jumped. Being able to float motionless was one of these; singing in tune was another. It was sometimes possible to distract the attention of the staff member meticulously timing the mandatory motionless ten second float. It was never possible to deceive Ernest Jenner when the singer could not detect the difference between *do*, *re*, and *mi*. Successive benevolent administrators had yet to recognize the handicap wrought by tone deafness. To gain a C Certificate it was imperative to sing a given musical note after it had been sounded on the piano. Exceptions would not be tolerated — were not tolerated!

Mann, Meates, Mullins and McGhie, in many ways notorious rather than noteworthy students during their time at Christchurch Teachers College, had shared many an experience. They were united by a bond far more demanding than the bond now known to students — they had serious doubts about their chances of reaching Ernest Jenner's exacting standards. Singing at informal occasions when inhibitions were low caused no concern, but there was no Ernest Jenner present on such occasions.

Nemesis loomed one Thursday when the four, each in turn, had to meet the music requirements for certification. It had been a testing two years and practices had been

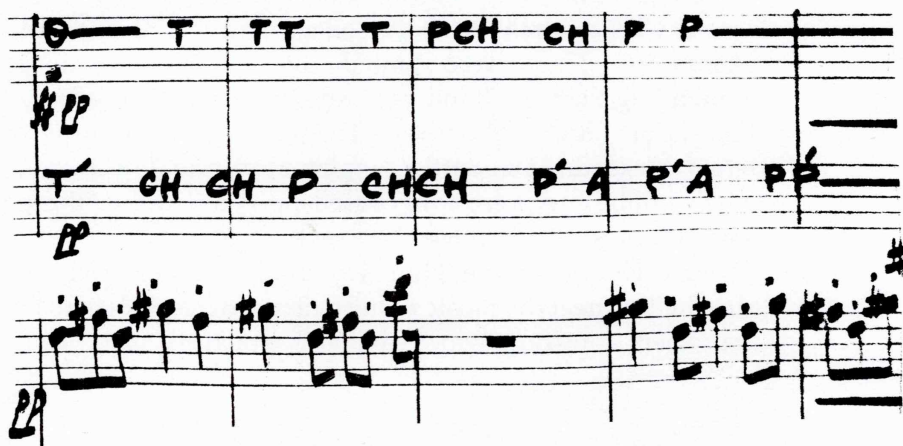
frequent and frivolous but the Moment of Truth had come. Ernest Jenner struck middle C and Jack Mann made his conditioned response. He was lucky. Of all the black notes and all the white notes on a keyboard, Jack Mann had been asked to sing one of the few notes he was able to reproduce accurately. Jack Mann's entire vocal range was limited to middle C and the two adjoining notes. It was not pleasant to listen to, and he passed the test with nothing to spare.

Bill Meates, an All Black in the making, after some initial fears measured up to standard, and Johnny Mullins too, although somewhat desperately, made the grade.

Ernest Jenner's glow of pride and satisfaction was short-lived. Duncan McGhie, although given a second chance, failed to make any sound at all. 'Parched throat', he explained. Showing a humanitarian streak (or perhaps because he could take no more), Ernest Jenner demanded a rematch. He would see his adversary at noon beside the piano!

For thirty minutes from that time all the coaxing, cajoling and bullying, went for nought. Try as he would, Duncan McGhie was unable to sing a single note in tune. Ernest Jenner's tolerance was gone — he was the first to break. As he slammed the piano lid and stormed out the door, he exploded, 'Two year teacher training? Even with a *twenty* year course, I wouldn't pass you!'

Happily Duncan Mackay, sensitive and sincere as ever, was more forgiving and through university exemption enabled the non-singer to enter his chosen profession.



WHAT IT WAS LIKE TO BE A WOMAN IN MY DAYS AT TEACHERS COLLEGE

Sarah E. W. Penney

What a subject to put to one brought up in the aftermath of the Victorian Age! The idea of those times, which believed that what was concealed was not known, was partially true. From the stories of 'the birds and the bees', or from the popular subject of botany (without the realism of today's biology), or from 'instinct', we knew that man and woman constituted two species of the human race. But did we really know much? I must confess to eagerly devouring the large tome of Dr Stanley Hall — that courageous forerunner on biological and education studies — when I gained entrance to the university library. But surely the heading above cannot be asking me to expose the limited knowledge of the innocents of sixty years ago? The topic must refer to Women's Rights or to that new term, created in our later years, of Women's Lib. But this could not be, either. No modern educationists would dream of interpreting the past from the terms and ideas of today! Or would they?

We, in New Zealand, were among the vanguard in giving the vote to women. In England feminist groups like those of the Pankhursts were fighting for the same ideals, although their efforts had been largely suspended during the Great War. We were entering into an age giving opportunities to women as never before. We were breaching the social and ethical ramparts surrounding the great middle-class in particular. But what did these breaches mean then? As secondary pupils we had watched senior boys don uniforms. As pupil-teachers we had watched our ranks thinning and we had already taken over duties formerly belonging to men. (In my own case I had experienced two years of teaching rugby principles to little Standard I and II

boys and of working with a troop of Boy Scouts.) We did not realise what these innovations meant. It was not until some years later, when I was a member of a university team seeking more openings for women in the commercial and professional fields, that realisation of the lack of opportunity for women came to me.

We did not come to teachers college straight from secondary schools; but from staff-rooms where we had been given experience and responsibility. I had had sole charge of a class of sixty-five in Primer II for a year! We knew the fear of Headmasters, of Infant Mistresses and of Inspectorial visits. We knew long days beginning with lessons with the Headmaster daily at 8 a.m., and often extra work before our D Certificate examinations. We knew those extra duties that war-work demanded: writing letters, packing parcels, knitting for men at the Front, watching casualty lists, collecting for War Funds

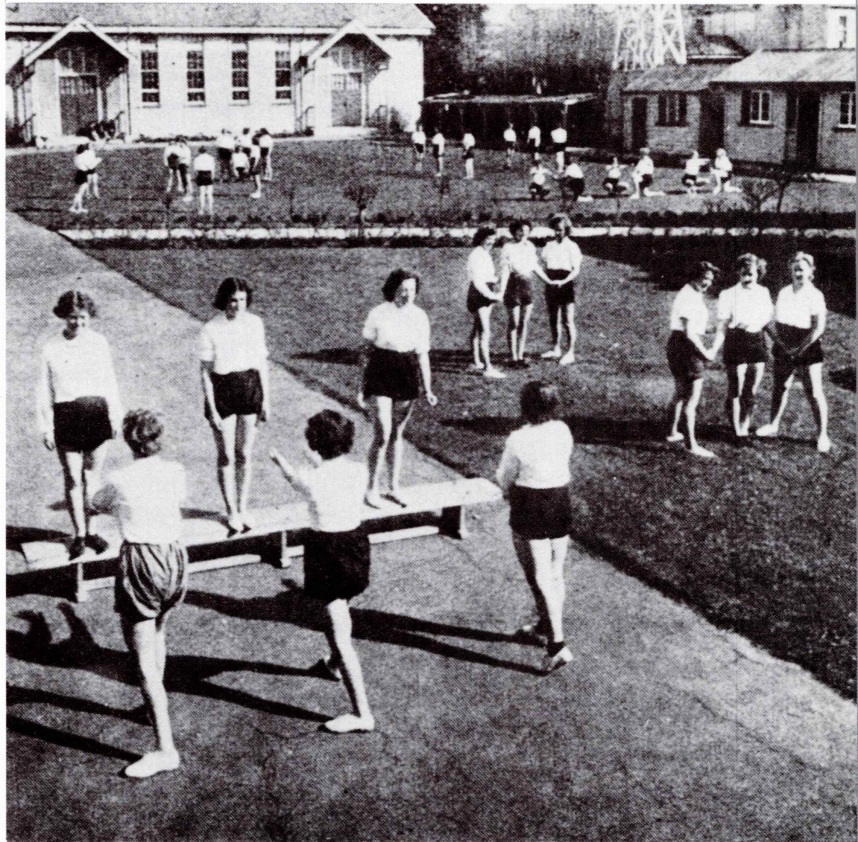
When we entered teachers college there was no disparity between men and women, except in numbers. There were three men in the senior year and six in my year. We were all housed in the old, grey stone building facing Cranmer Square. Downstairs, at the north end, was the Infant Department, where Miss Inkpen was introducing 'activity' into lessons, and men and women alike learnt to skip and hop and 'flap our wings like birds'. Above, there were two lecture-rooms and a large room for 'Criticism Lessons', the tiered rows on one side filled with students who watched the quivering mortal take a lesson under the critical eye of Headmaster and Principal, with classes so used to the limelight that they knew few inhibitions. At the east end of the building was the District High School. The other rooms were taken up with classes of the Normal School. We had no library, no 'nuffink' as Schultz would say! But we had fun!

Certain lectures were considered legitimate to bunk. One, in particular, was science, taken in an old corrugated-iron shed in the quad by a fine but somewhat aged man, nicknamed 'Weary'. It was recognised that one

or two should hold the fort until the end of the period, when 'Weary' would look up, be surprised, and mutter about 'those who waste the Board's time'.

Our education lectures, taken at the university by the Principal; brought us into contact with an institution in which man predominated and where there was a greater chance for partners at dances! There, too, the men had an opportunity to join a football team and both sexes could play tennis. We, at teachers college, had no teams of our own.

Then late in 1918 came the tumult, the laughter, the relief and the glory of Peace Day — our 'Boys' were coming home. We really were Women!



RECOLLECTIONS: CLASS OF 1932-3

Alan Danks

We had just scraped in before the close-down — the last intake of probationers in 1931, the (slightly attritioned) First-Years of 1932 in the last two-year college population; and finally in 1933 with Wellington and Dunedin already closed, the terminating group, bare of successors, the shadows of closure over the College, of unemployment over its prospective graduates.

Released from our bonds, paid £20 for the final year, plus a loan (never foreclosed, I believe) if living away from home, we found it difficult to feel wanted. But was it as bad as all that? Certainly we were hard-up: miles away from today's affluences. But the temper of the times was austere; at least we had jobs, occupations, when so many drifted with nothing. We were not, perhaps, in the unluckiest age group. But it is easy to appreciate, looking back, why optimism faded, hopes withered, and a generation of New Zealand expression, in politics, literature, and art, mirrored the Slump. I wonder whether others of that period share my own sense of being out of tune with the new prosperity and the attitudes it has fostered.

The girls often wore blazers: not the striped jobs of a year or two before, but a new bright blue, delightful when seen across Cranmer Square beneath fair hair shaken in the sunlight.

The men? I suppose the ubiquitous sports-coats and grey flannel worsted pants were in. A few suits were still about. And I think the heavily shaggy look (it's Harris, y'know) came a bit later.

My recollection of academic requirements at College is of an undue variety of subjects, calling more for diligence and patience than for cerebral effort. Some lecturers both gave and demanded more than others. Am I right to recall

some faltering of purpose between the proper subject matter of study, and learning to teach? Was one studying the works of G. B. Shaw, or studying how to teach about drama?

Varsity must have been a real problem to college staff, so much of our vital juice was being sucked into part-time degree studies. There was a duality of standards and a dichotomy of effort and these were never reconciled in my time.

I had the usual spells out on section — a block of teaching practice attached to a classroom teacher, assigned to 'observation', limited teaching duties and, occasionally, full-blown prepared lessons carefully written up to a set pattern. The experiences made a change, and probably helped along one's sense of vocation, but I don't remember ever using the elaborate notes written up in those thick shiny black-covered exercise books.

One thing has certainly stuck: I spent a few weeks in a room with a teacher who seemed at the time to be gifted far beyond the ordinary. And, after a lifetime in the education industry, I can't think of a better. My impressionable youth, or an authentic genius for teaching?

We were well housed at Peterborough Street. The building was newish; a sunny quadrangle with plenty of windows and bright rooms, and impressive and expensive Gothic to face the streets. Indeed, what with the Normal School and Varsity, not to mention the Museum and Christ's College flanking our lines of communication, the Gothic revival was certainly at hand to furnish the feast of reason.

Not that we appreciated it. Gothic wasn't fashionable: indeed nostalgia hadn't then been discovered, and Victoriana was held in active dislike. I suppose the influence of the Bauhaus was coming through. The adjective 'streamlined' was in favour, and there was lordly undergraduate chat about functionalism.

I've thought hard about how best to characterise those two Training College years. The best metaphor I can come

up with is to compare them with a long ocean voyage. The ingredients are there: the arbitrarily assembled group thrown together at a common starting time; the powerful associations brought about by imposed, shared, routine activities; the sprouting of friendships in the commonality of activities, duties, responsibilities and recreations. And, finally, the end of the voyage, the sudden cessation of association, and activities, and the wrenching asunder of friendships. It is true that I made some lasting friendships at this time, but most of our classes dispersed not to be seen again for decades, and then glimpsed uncertainly hurrying down strange streets, preposterously aged.

WOMEN'S WARDEN 1927 to 1963

Millicent V. Kennedy

Centennial gatherings are occasions for enjoyment and for remembrance. They provide opportunities for the renewal of old friendships and the strengthening of recent ones. They are essentially chatty occasions. The question 'Do you remember' is repeated again and again, and in remembering the past we can sometimes glimpse the future and wisely ensure that in making changes we do not make mistakes.

As 'memory holds the door' during the Christchurch Teachers College centenary in August 1977 there will be many who will remember Miss A. F. Ironside, M.A., who held the position of Women's Warden from 1927 to 1941. Miss Ironside was already a member of the college staff when the position of Women's Warden was created by the Department of Education; the position was to be held by a lecturer, who would receive a small salary increment for undertaking the additional responsibilities. For some years before the decision to gazette this position there had been an increase in the number of students, mostly girls, coming

from outside the city of Christchurch. Hostel accommodation was limited so it was necessary for some of these students to be accepted as boarders in private homes. It was one of the Warden's responsibilities to vet such accommodation and to send to newly accepted students information, about the location and terms of the boarding arrangements that could be offered to them. It was not by any means an easy task to introduce into a family the most acceptable young woman. There were times when Miss Ironside and her successors would have been glad to see more hostels made available to Training College students; but, by and large, the scheme worked and made it possible for many a lonely girl from the country to become one of a family, and friendships were formed which have been maintained throughout the years.

This was but one aspect, albeit an important one, of the Women's Warden's duties. In these modern times the word 'chaperon' is regarded as an anachronism. Fifty years ago it was obligatory for some members of the college staff to attend student social functions and the Women's Warden was naturally regarded as the chaperon, responsible for the seemly conduct of the women students of the College. This responsibility also extended to other activities such as inter-college tournaments, field-trips, tramping club outings and similar excursions. The Warden did not necessarily go on all these outings but she was expected to give advice that would help to make them enjoyable and successful.

Counselling was also part of her responsibilities. Although the term 'counselling' was not widely used, it was for counsel that individual students often turned to the Warden. As the number of students increased, this aspect of her work became increasingly important and her role as a chaperon of less significance. This change was partly due to the change in attitudes in the community towards personal responsibility. When students wish to assume full responsibility for and to accept the consequences of their own actions, there is no need for their mentors to feel

responsible for them. Hence the fading of the chaperon and the substitution of the counsellor.

As the senior woman on the college staff, the Warden was responsible for the supervision of the common-rooms (staff's and women students') and was expected, when occasion demanded, to act as hostess for the College. In recalling these specific duties, I would like to pay tribute to the many young women students who, through the positions that they occupied on various student committees, gave willing and capable assistance to the Warden. During my own term as Women's Warden I was fortunate in having the co-operation of very able vice-presidents of the Students' Association and the support of the Students' Association executive. When students and staff work together the College does indeed run smoothly as upon oiled wheels.

By virtue of her seniority and position, the Warden was consulted on administrative matters pertaining to the welfare of the students and of the women students in particular. Hence her influence extended far beyond the duties which were considered to be specifically within her province.



SPEECH THERAPY AND OTHER THINGS

Nancy Caughley

The graduate group in 1936 – New Zealand was just emerging from the Depression, the ‘training colleges’ had been closed for several years, and, as far as I know, Christchurch Teachers Training College was the only one of the four established colleges to take in a group of graduate students that year. There were thirty of us: fifteen eligible men and fifteen single women – sounds like a marriage agency’s dream! But we were a strange lot by today’s standards; the boys sat firmly on one side of the lecture-room and the girls on the other. We called one another ‘Mr’ and ‘Miss’ and there was very little ‘socialising’ between us – certainly no romances, as far as I know. Perhaps it was not so strange because at that time the College was not really a co-educational institution. There were even separate entrances for men and women, separate common-rooms which no member of the opposite sex would have dared to enter, and separate lecture groups.

My time at College covered so many changes that I can’t include them all, but I must say something about the outstanding personalities of my student years. The principal was J. G. Polson – an austere-looking man and a stern disciplinarian. We were all a bit afraid of him until his stern features suddenly relaxed into an unforgettable smile. The vice-principal was ‘Freddy’ Brew. His firm jaw belied the warm humanity which students learnt to appreciate as they knew him better. He was an educationist of great vision and originality of thought. There was Lance McCaskill – my most vivid memories of him are of his head out of the staff-room window bellowing at students who dared to walk on ‘his’ lawns. He was another teacher of outstanding ability and a very human person underneath a fierce manner which could speedily annihilate recalcitrant students.

And there was Ernest Jenner, a small slight man who seemed to almost burn himself up with the fire of his enthusiasm for music. He was a musician of world stature and a teacher of genius. Students who were privileged to be taught by him will never forget him. As I look back there are so many people I would like to mention. Space forbids listing them all, but I must include Jamie Masterton, whose time at College covered several generations, and who first taught us to appreciate children's art, and Dr Jobberns, another brilliant teacher who opened up new vistas in geography. Perhaps our training as future secondary-school teachers had its limitations in those early years, but those lecturers opened up the world of education for us and made us appreciate its challenges.

I returned to College in 1949, this time as lecturer in English with responsibility for the training of speech therapists. The speech therapy course then was a specialist third year open to selected students from any of the teachers colleges. Up to that year there had been no lecturer in charge of speech therapy training at a teachers college. The late Miss Marion Saunders, who was senior therapist at the Christchurch Normal School speech therapy clinic, had been asked to direct this course in 1942 and continued to do so until her retirement in 1947. I followed her in 1948 as senior therapist at the Normal School clinic, and for one year supervised student training under the same arrangement. I find it rather difficult to separate my work as lecturer in speech therapy from my work in the College as a whole. The title 'Lecturer in English' meant just what it said, and I lectured in oral English and drama to all sections of the College, but naturally the students that I remember best are those in the small well-knit group of speech therapy trainees. They were a highly selected group which grew from six in 1948 to a regular intake of something over twenty in my last few years at College. They were, as a group, hard-working and dedicated students and we pushed them almost to extremes in trying to cover the necessary theory and clinical experience for their future role as

speech therapists. They had a full college day which included some time in clinics, then doctors' lectures on at least two evenings a week, and compulsory university work for an average of about nine to ten hours a week, but somehow they coped, cheerfully, and even with evident enjoyment.

We had our share of problems over the years. We were a small group, gradually finding our niche in education, and at times the needs of larger groups appeared to take precedence. Then also, despite a great deal of goodwill, the powers-that-be did not always fully understand the implications of this relatively young therapy. How could they? No one ever really understands a job he hasn't done.

It is also difficult to separate the training of students at the College from the clinics at Christchurch Normal School where the students gained their practical experience. By 1948 there were seven clinics, all housed in the old Normal School building in Cranmer Square. Physical conditions were far from ideal in that imposing, but badly planned building, but those early therapists were outstanding people, and the students who learnt the basic techniques of speech therapy under their guidance will remember them with gratitude. It was a sad day for the profession when the Education Department decided to break up the team and establish solo clinics at suburban schools. Something important was lost – the daily interchange of ideas and enthusiasms which could not fail to make its impact on the students.

One of the most vivid memories of my early days as a lecturer is the old College staff-room. It was a bleak room furnished only with a long black table and a few hard chairs. The staff was fairly small then and we used to sit round the table for all meetings, business or social. As our numbers increased we couldn't all fit round the table so some people hovered in the background – even sitting on the floor at times. After a year or two, as the staff continued to grow, we could hardly move in the small space left round the table, but it didn't seem to occur to anyone to protest. I remember that we all seemed faintly shocked when, at one

memorable staff meeting, Ces Penny pointed out that every school in the country had a reasonably furnished staff-room and suggested that we do something about getting one. I think we felt that sitting round the table was rather matey. How things have changed now – even a tea-lady!

Names! Names! Names! They crowd into my mind in their hundreds and I hardly dare to begin mentioning them. The list of all those who have contributed in one way or another to the growth of speech therapy would fill a book, but I must single out a few. First, Duncan Mackay, who was principal of the College when I took over the direction of training. His wise and sympathetic guidance was always available. He was followed by George Guy who had to bear with speech therapy in its struggles for a longer period of training and better conditions, but who was always tolerant and helpful.

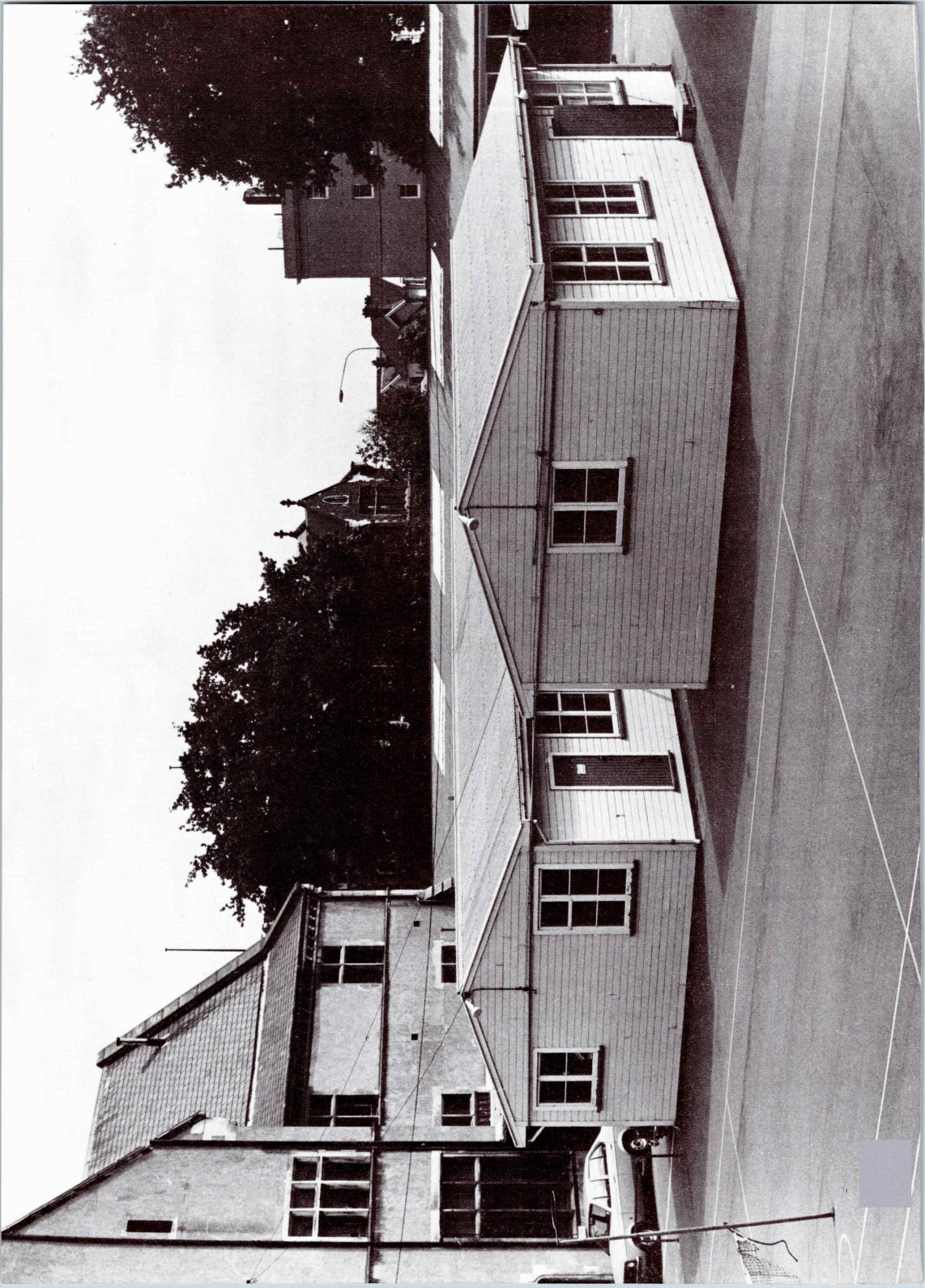
I have already mentioned Miss Marion Saunders, that remarkable woman, who was virtually the pioneer of speech therapy in New Zealand, and no record would be complete without the names of Miss Grace Gane, senior therapist in Canterbury for many years, and Dr Jean Seabrook who was director of training from 1963 to 1973. These two women, both former students of the College, have made a tremendous contribution to student training and to the profession as a whole.

From very small beginnings speech therapy in New Zealand has become a recognised profession. It began as a service to the speech-handicapped children in our schools. It has developed to the point where it provides a comprehensive service to all who have speech and language problems, irrespective of age. Speech and language therapists are employed on hospital staffs as well as in schools, and the demand is growing as the value of the work becomes increasingly evident.

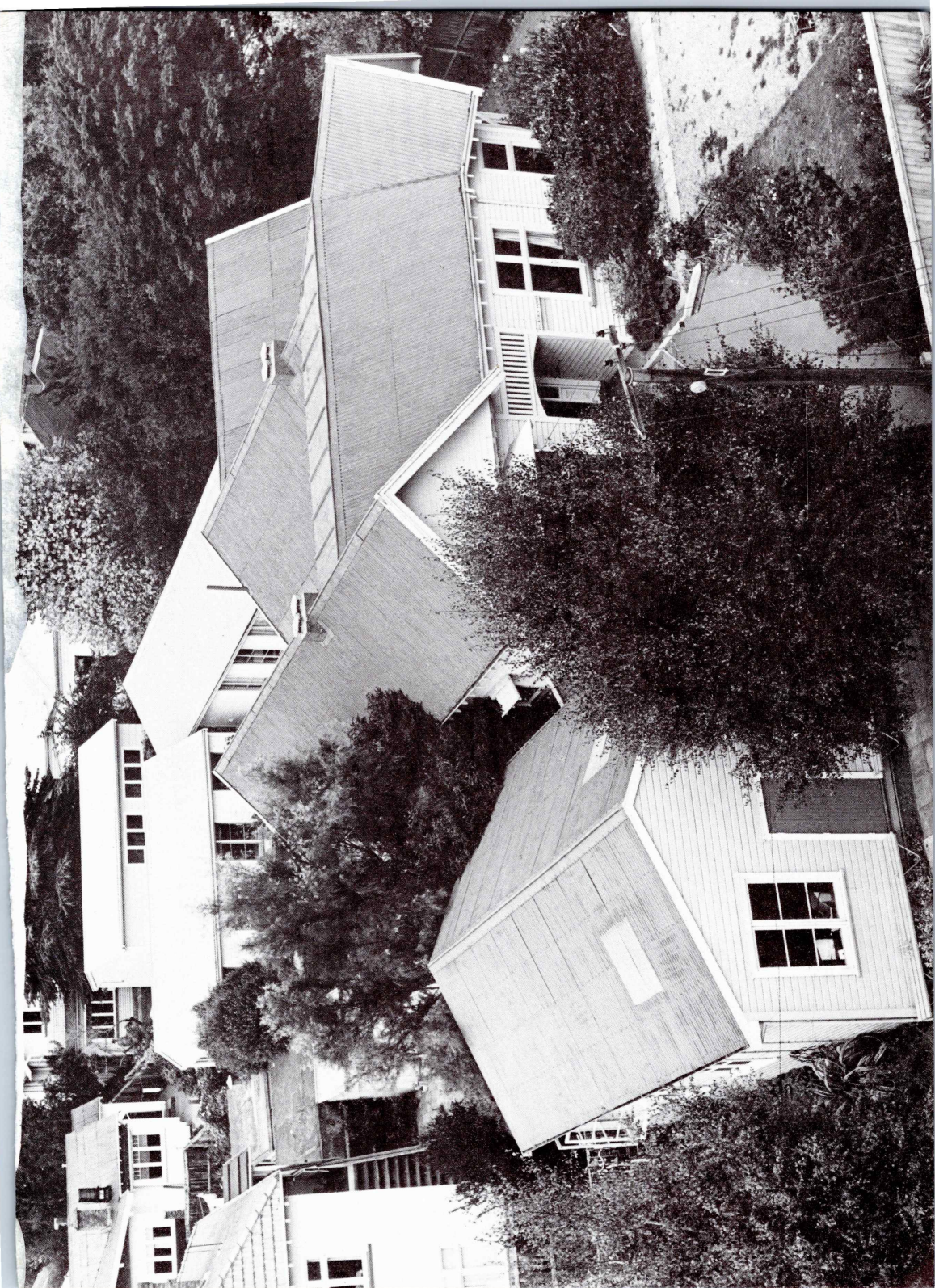
Memories crowd in and intermingle – from student days to the years as a staff-member, from speech therapy to the life of the College as a whole. It is not so much a matter of

what to record as of what must needs be left out. But I must recall the drama club and some of its major productions. One of the first in my time on the staff was T. S. Eliot's *The Family Reunion*. Miss Betty Woods, the first lecturer in Education of the Deaf, was co-producer with me and an invaluable support to a very nervous and inexperienced producer. Betty was a wonderful person who made an outstanding contribution to the education of the deaf in New Zealand. Her early death in her middle thirties was a great loss. Even when we were working on this production her health was failing, but this did not dampen her enthusiasm. I needed her reassurance and encouragement after the first disastrous dress-rehearsal! Curtains which were meant to open dramatically to reveal a group of Eumenides fell around the necks of the actors and became hopelessly tangled with a mass of arms and legs; background music which was meant to be barely audible blared out like a modern rock group; the young actors, who had been left to make themselves up as elderly people, emerged looking like tattooed Maoris. The students thought it was all hilarious, but I felt like throwing myself in the Avon! However all went well in the end and I still remember this production as something unique. I think it was the way the students gradually responded to Eliot's poetry and mysticism. Another excellent production which remains clearly imprinted on my memory was *The Mad Woman of Chaillot* produced by Miss Annette Solly. There were many other good productions over the years but these had for me, and I think for many other people, a very special quality.

Some buildings have happy associations and if I had to single out the one which has most for me, it would certainly be the old Christchurch Teachers College. It combines strength and beauty with utility. I always associate it with sun and light and with the memory of walking up the fine central staircase every morning, stroking the beautiful carved wooden figures at the bottom of the bannisters, looking at the light through the stained-glass window and thinking, 'Aren't I lucky to work in this place!'



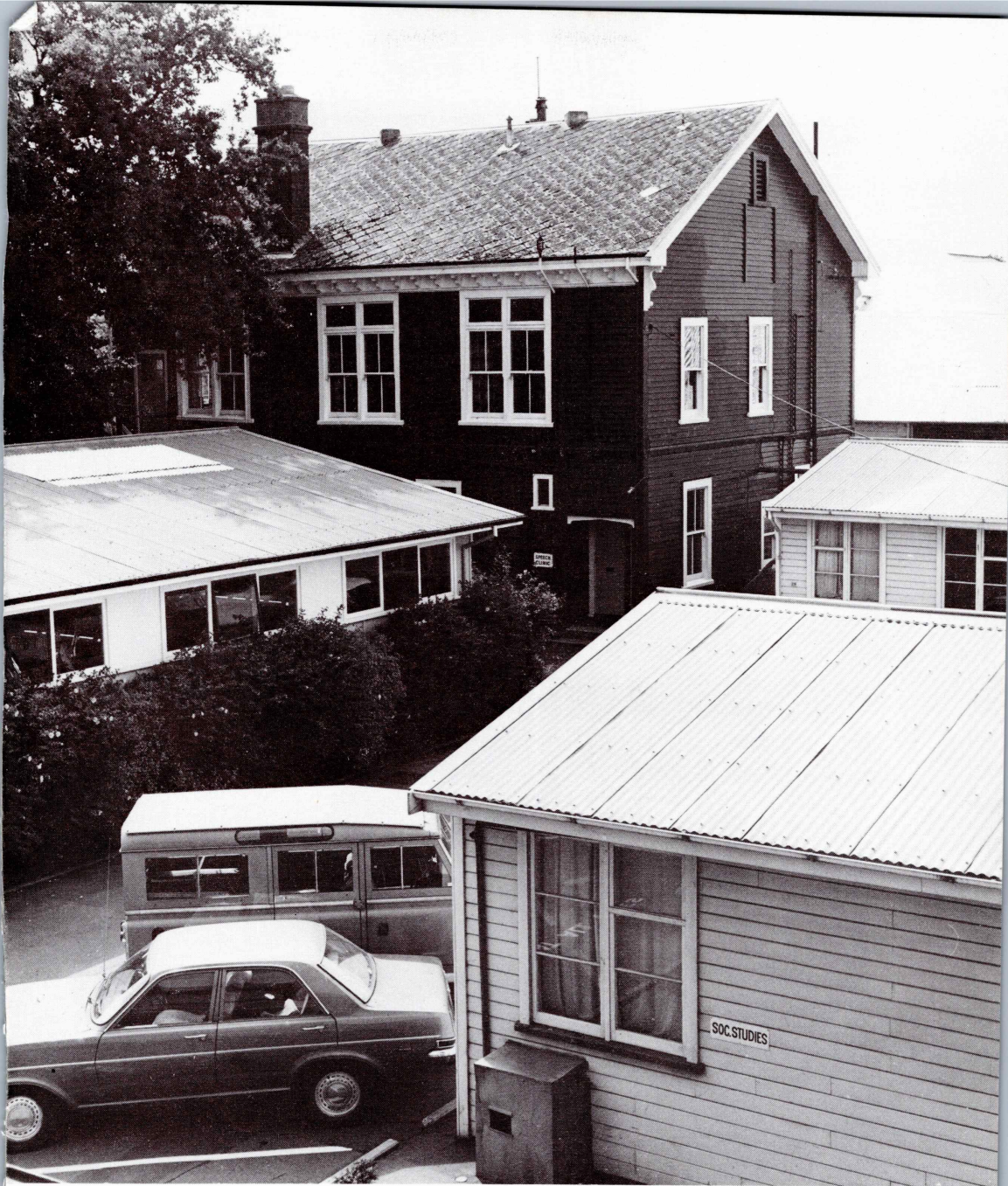






↑ Further encroachments, Peterborough site

↓ Encroachments again . . . Peterborough and Kilmore Streets



← Speech Therapy Clinic
and encroachments,
1977

↑ More encroachments,
Cranmer site

LOOKING BACK FORTY YEARS

John L. Moffat

I first encountered the Christchurch Teachers College forty years ago. I owe its acquaintance to Messrs Whitcombe & Tombs Ltd. I couldn't pay their bill. And I wanted to do an M.A. in French. For which I had no money.

So one dark night in August 1937 I slipped a note under the door of the Canterbury Education Board, inquiring whether they would accept me as a Division C student in 1938. After production of a B.A., scrupulous medical and moral examination, tests in eyesight, hearing and ability to read at sight, and the filling in of many forms, I was accepted. And (even more important) paid me the princely sum of £7 17s 9d per month into the bargain.

With the help of this income I paid a pound a week board, bought clothes to wear, French set books to read, a second-hand typewriter (£2, in instalments of ten shillings a month) and joined a superb Division C group of nine boys and nine girls under the supervision of Miss Ironside (affectionately known as 'Tinny').

We were taught primary method and primary content by primary lecturers for a year, although we were all intending to be secondary teachers. Within less than a year after leaving College I was teaching Matric English, Matric French and Matric Latin – for which my Division C course had left me totally unprepared. In the narrow pedagogical sense my year at College had been a waste of time. My distrust of the 'one college' ideal goes back, I suspect, to this professional let-down.

But in a larger sense it was a valuable year indeed. I made many friends, flirted with some wonderful girls, learned something about our local landscape, walked from the Hilltop to Akaroa, explored the French cemetery at midnight, danced, played the ukulele, and almost learned how to knit.

Jimmy Masterton's help with lettering, Walter B. Harris's inspirational approach to geography, Ernest Jenner's exposition of music all enriched my personal life. Four sections: at Christchurch Tech, Christchurch B.H.S., Shirley Intermediate (the then latest thing in schools!), and Wharenuī Primary widened my horizons vastly. My infinite respect for skilled tradesmen and mechanics goes back to the Tech section; my preference for chalk and talk over audio-visual aids goes back to Wharenuī; and the ukulele was inspired by a pupil at Shirley Intermediate.

None of these sections, however, did anything for my foreign languages. (At B.H.S. I spent most of my time taking history classes for the senior history master.)

My second encounter with the Christchurch Teachers College began in 1953. Lack of money once again triggered it off. I had a wife, two sons, a superb collection of books, and no house to put them all in. So I applied for the post of lecturer in foreign languages in the new Post-Primary Division about to be opened in 1954. My application was successful in the sense that I got the job I applied for. But it was more than successful in the sense that ever since I have spent something less than half of my time lecturing in foreign languages.

To start with I took all the music, all the English and all the education for the whole of Division C, plus doing all the typing on my own typewriter, and entertaining the whole Div. C. staff every day for morning-tea in my study. (Even when we left the old Normal School seventeen years later, the Div. C male staff still lacked a loo.)

In more recent times I have been able to shed the music, the English and the education. Although I still do all my own typing, I no longer do the principal's as well. And in addition to French, Latin, German and Greek I lecture in Human Relationships, Philosophy, Oriental Studies, Yoga, Great Teachers, The Philosophy of Education — much more interesting subjects than the ones I got a job in back in 1953. And they, plus my visits to schools three times a year, make up much more than half of my lecturing time.

In some respects our present-day Division C students get a better course than I did. In their First Major and Second Major they do things very relevant to their future teaching. But in other respects they get a more barren course. They don't need to do any music or any art (though they may if they wish). We had no choice. And I'm sure all eighteen of my year were glad to have received something they might never themselves have thought of asking for.

We had four sections; nowadays they get only three.

I had two months in primary schools; nowadays they get one week. Even back in 1954 they got two weeks.

In 1938 I had to do four assignments; my own students do only one assignment for me. But they do other assignments for other lecturers. And this dispersal of their efforts, I sometimes think, is weakening rather than strengthening in a one-year course.

Looking back over twenty-odd years as a lecturer I have the sinking feeling that I did my best work in the College twenty years ago. In those days I had my language students not only for their foreign languages, but also for their English, music and education. I was able to weld all these things together so that *subject boundaries* were annihilated.

Nowadays with First Majors, Second Majors, Minors, and so on, subject boundaries are erected in all directions like ferro-concrete walls. Is it the College's business to repeat the damage already done by secondary schools and universities? Namely, should we too set about making our students schizophrenic by dispersing their efforts in all directions under the label of *General Education*, broadening, enrichment, culture, or what-not? The only enrichment or broadening worth the name is one which enables students to realize that all subjects are *one* at bottom, if you go deep enough down into them. Science becomes mere vocabulary. Vocabulary becomes a science. Both become an art. Art becomes a technique. Technique becomes a personal inspiration. Inspiration becomes religion becomes philosophy. Education becomes growth and life more abundantly. Not just a collection of Majors and Minors,

which in practice has come to resemble a back number of the *Reader's Digest* or tomorrow's rubbish-bin more than education. Let alone teacher training.

The great thing that has happened, in my view, since Div. C started in 1954, was the three big revues staged at the Civic Theatre under Dr Harte's inspiration. In those superb productions language and science, music and art, history and geography were fused into a new unity of a spontaneity and vigour never achieved by a mere timetable.

The worst things that have happened were the abortive attempts to unify primary and secondary by enforced shared assemblies, shared staff-meetings, and futile exchanges of staff over the primary/secondary border. You may get sex by banging bodies together, but you don't get marriage.

If I am at all optimistic about the future of the Christchurch Teachers College it is because I see the College in the hands of men big enough to learn from previous mistakes. Patient and tolerant enough to allow unity to *grow* out of mutual co-operation and respect.

For my own part I shall not feel that the Christchurch Teachers College has fulfilled its function until it sees the training of teachers as its first objective (be they primary or secondary). And its ultimate objective the education of New Zealanders, all races, all ages, from birth to grave, whenever they are ready to learn.

A PERIOD OF ADJUSTMENT

Bill Rowling

They say that the great thing about time is its ability to erase the less pleasant while magnifying the happier moments of our earlier life. I am sure it is that way with me. My recollections of the days of 1945-6 are of years of little pressure, durable friendships, and a country emerging from the war-to-end-all-wars with hardly a cloud to blemish the horizon. As a product of a boys' school I was not exactly an overflowing reservoir of social graces; I didn't stand alone. That required one kind of adjustment. But there was also another.

This arose from the fact that those of us fresh out of secondary school suddenly found ourselves boys among men, since a significant proportion of the male students in those years were returned servicemen — some with very considerable wartime records. The institution of training college, which until then had, I believe, been largely an extension of secondary school activity, found itself rattled around in no uncertain manner.

I vividly recall one occasion early in the piece when our group — all male in those days — was required to undertake a training session for infant physical education. The instructions flowed thick and fast. Such orders as 'Grow tall as pine trees', 'Now little as a mouse', or 'Everybody pretend to be a puff-puff train' issued from the instructor. I can still see the reactions of some of those seasoned campaigners of the western desert and other distant battle-grounds. Starting them was one thing, stopping them was another!

Of course many of those people turned out to be first-class teachers, and I was left with a feeling which I still have that there is a lot of merit in getting at least a taste of the big wide world after leaving secondary school and before starting a teacher-training programme. Classroom practice

in those immediate post-war years was also in the throes of change. 'Play way', as it was colloquially called, was an 'in' term. The classroom was about to be liberated. Indeed some were, with quite disastrous results.

However, as is always the case with change, the more capable and understanding teachers took hold of the new type of learning with both purpose and result. They found in it a much more flexible and suitable mould to round out the great talents of their young charges than had previously been approved in the 'sit-up and shut-up' formality that had prevailed throughout the education system. For the rest of us, however, it was not quite that simple, especially as the concept appeared to run considerably ahead of teacher-training practices. I had a feeling that there were a pretty large number of somewhat bewildered pupils around the country as a dramatic change in the approach to the whole question of discipline left them without the security of recognisable boundaries. Less experienced teachers who hastened to move with the fashion frequently left a trail of youthful uncertainty. They failed to recognise that you cannot move overnight from a system of teacher-enforced discipline (often fiercely so) to a situation where self-imposed discipline is a fundamental factor.

Like the teachers, large numbers of the pupils did not have the necessary degree of maturity to accept such a situation without a proper element of gradualism. The net result was undoubtedly a considerable educational advance, but the transition period was in my view much more of a disaster than people, particularly those in high places, were prepared to admit. Be that as it may, an educational revolution had begun which thirty years later has not yet been brought to a clear resolution. One thing is clear: that the knowledge of children has expanded as rapidly as the horizon of man. I am not sure that we have been able to match this expansion of wisdom with a matching development of discipline imposed either from without or within. We may need yet another generation before we can speak with assurance on that question.

AN EXPERIMENT IN NOSTALGIA

John Fletcher

It is now nearly twenty-nine years since, as a callow seventeen-year-old, I first entered the Peterborough Street gates of Christchurch Teachers College. That's long enough ago to give me an excuse to remember, with affection, some of the personalities and incidents of the two years I spent there.

At that time the 'New Look' had just come in. For those who don't know, the 'New Look' was a sudden change in fashion from the short skirts of the war and immediate post-war periods to full, ankle-length dresses. And they weren't the dull, shapeless 'granny frocks' of today, worn with ankle-socks and cheap sandals, for heaven's sake, but were swirling, colourful, voluminous and smart. The girls looked pretty good, as I remember them. We men, on the other hand, were a much drabber bunch, in our grey trousers and sports-coats. A colleague of mine Cyril (Cyd) Wright, who was a fellow-student then, reminded me the other day of the spell of hot weather in (I think) 1950 when Duncan Mackay sent a note round the College to tell us that 'on nor'-west days, men may doff their sports coats and carry them folded over the left arm'.

Duncan Mackay! That big-chested, bald, square-built Scotsman who still seems somehow to epitomise the Scottish influence in education. Scotsmen have always taken education seriously. It's not something to laugh and joke about. I can't remember Duncan Mackay ever laughing. I think I can remember a couple of times when he smiled, though fairly severely.

What I *can* remember vividly is an uncomfortable interview I had with him. 'Fletcher,' he said (that should have warned me, because Duncan had three modes of address according to how you rated with him: Christian name for those in good standing; *Mr*-plus-surname for those in the

middle range; and surname only for those whose credit wasn't at all good); 'Fletcher,' he said. 'You are much more intelligent than Mr Jones' (that name has of course been changed — but you get the general idea). This was a very flattering thing to hear, and I was impressed by his perspicuity. With becoming modesty I replied, 'Am I, Mr Mackay?' 'Yes,' he said. 'You are. But your results are nowhere as good. Perhaps you can explain why?' I could have told him about playing table-tennis, and billiards (some of us played a lot of billiards in those days in various sleazy billiard-parlours about the city) and of course drinking beer, but I took the 'surprised' line, and said something like, 'I suppose I can't be working hard enough, Mr Mackay'.

I remember how we used to arrive, in droves, on bikes. I suppose there must have been between four and five hundred of us, of whom I don't think any had cars, and maybe ten or twelve had motor-bikes. We used to pedal our bikes all over the city. I thought nothing of biking from home in Lower Riccarton to Hornby School for the day, and then in to 'Varsity in the evening. In winter I had a coat and pair of oilskin leggings to put on — and the inevitable tweed hat. We were tough in those days, and we looked it. It was the tweed hats, of course.

One frosty winter morning Park Terrace was like a skating-rink, and biking students were going down in all directions. I was caught as I tried to get off my bike on the Peterborough Street corner, and took a heavy fall. I'd been getting a good deal of amusement out of watching people fall off their bikes, particularly the girls, and I wasn't very pleased at doing it myself. I was even less pleased with the laughter it provoked from interested spectators.

We were divided into groups on an alphabetical basis, and the sexes were more or less evenly balanced in numbers. There might have been a few more girls. My group — would you believe Group 1? — was all the 'A's to 'G's. Since everybody did exactly the same course, I suppose it was as rational a system as any other. Most of us were straight

from secondary school, but there was a sprinkling of old blokes in their twenties, and a few really sophisticated customers who were ex-servicemen. 'Pressure cooker' courses were introduced at about that time, too. This was a system by which older people were encouraged into teaching, and did an intensive short course of fourteen or fifteen months before being hurled into classrooms. They were an interesting group and many of them went on to be fine teachers, but we youngsters didn't really have much to do with them.

Old Ernie Jenner, one of the really memorable lecturers at the College, was upset once by one of our ex-servicemen. Ernie came in with a huge pile of cyclostyled notes on his arm, and began with his customary intensity to make some general observations about teaching music. 'But, Mr Jenner,' objected the student, greatly daring, 'what you are saying is directly contrary to what Dr Galway says!' Ernie threw his pile of paper straight up into the air and produced an exhibition of rage that was so monumental it frightened us. After several minutes of it, he turned on his heel, absolutely drained, and staggered off. He was away on sick leave for the next fortnight.

I still remember, as if it were yesterday, Ernie's assembly singing sessions — 'There was a tailor had a mouse, hi diddle um tum feedle', and 'Fairest Isle, all isles excelling'. And who could forget his little tonic *sol-fa* songs: 'Up to the ceiling, down to the ground', and so on? We laughed about Ernie Jenner, but we knew he was a great man and a great musician.

Then there was going out on section, of course — the school where the students weren't allowed in the staffroom for morning tea, but put into a classroom on their own, all four of them; the teacher I was with had a simple and logical way of marking essays: all you did was total the mistakes and then read the mark from a table which said 0-1 mistake, 10 marks; 2-4 mistakes, 9 marks; 5-8 mistakes, 8 marks; and so on. I was naïve enough then to make a note of it as a good idea. There was a teacher with a hard Form 2 class who told

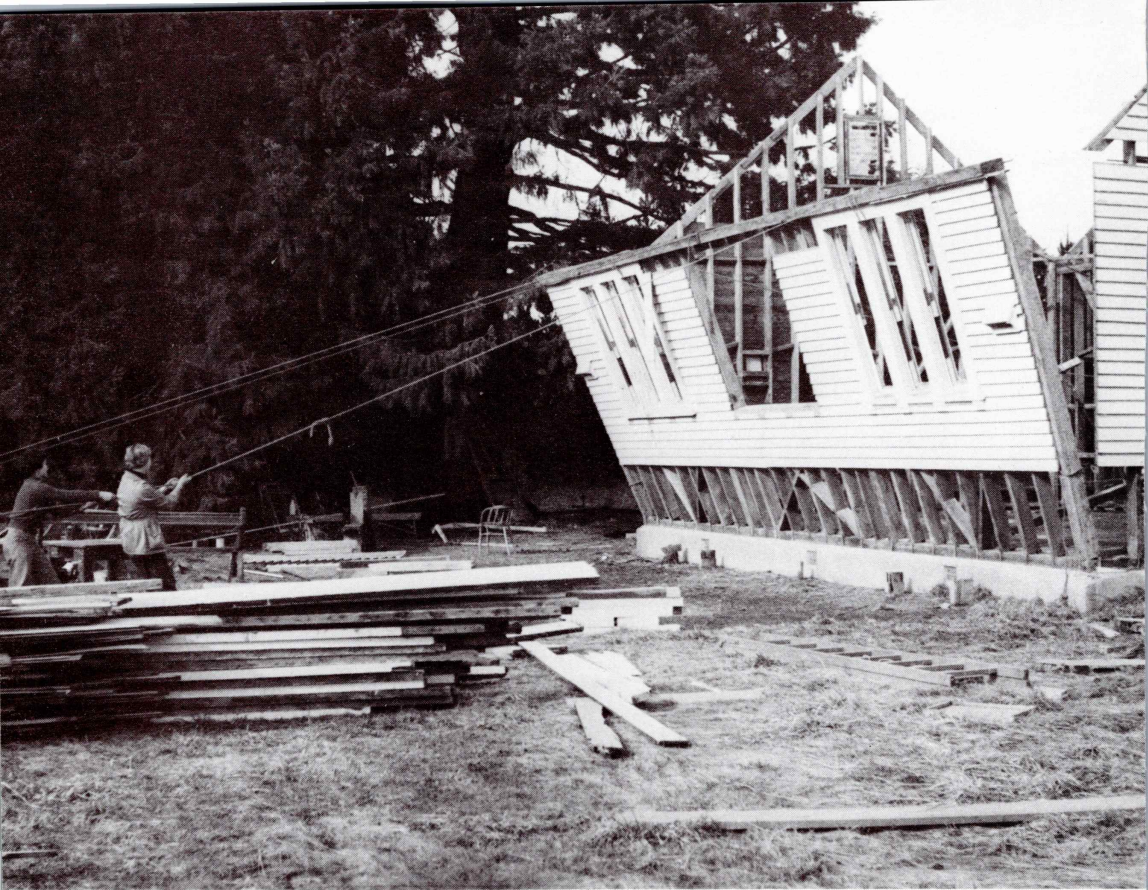
me quite seriously that he always made a point of strapping a kid as early as possible each day; and a first assistant who had a voice with such incredible volume and fury that he could paralyse children with fear at five hundred yards. And quite a few of us had our chance to go out to Yaldhurst Model School in the great big old Lester Hayward car each day for a fortnight, and watch him manage a sole-charge school in his incomparably lively and vigorous way. I've never seen a better teacher, and I've never seen kids enjoy learning more.

In due course, after two years, I was thrust, still callow, but nineteen years old now and a P.A., in front of the inevitable Standard 2, mine for the year. I could tell you plenty about my growing despair as they 'got away' on me, and how I seriously contemplated giving up teaching, and how with the help of two teachers at the school, Peter Murdoch and 'Sticky' Glue, to whom I shall be eternally grateful, I managed eventually to achieve some sort of modest competence. But that's all part of the *Autobiography* that I know I'll never get round to writing.



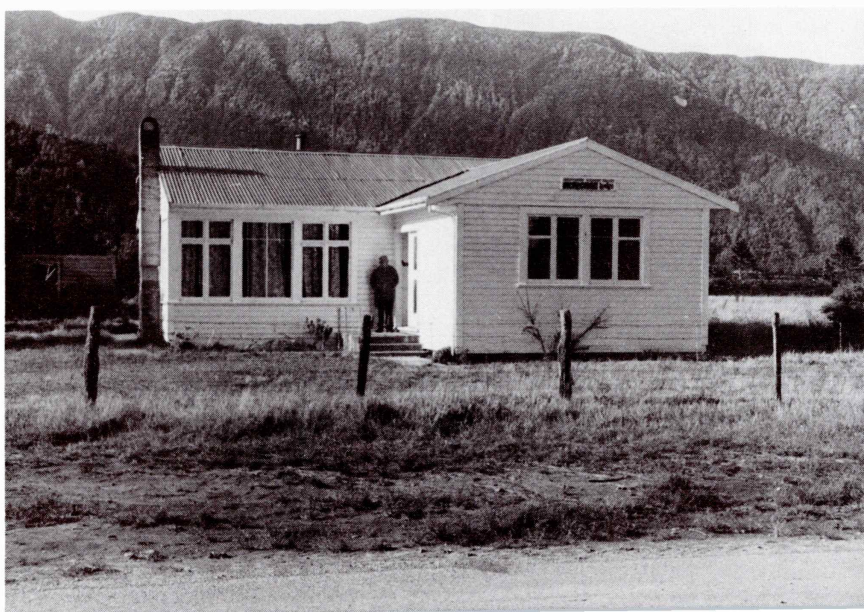
↓ Mackay Lodge





↑ Dismantling the Annat School
for removal to Coopers Creek

↓ Inchbonnie House,
1970



BUILDING THE MACKAY LODGE

D. B. Wilkie

These are very much 'recollections in tranquillity'. My experience with the first of the College's lodges has been one of the most satisfying of my teaching career yet the details are blurred and only the highlights remain.

The opening paragraph in the 1956 *Recorder* article on the Mackay Lodge sums up the beginning this way: 'In March, 1955, several staff members were imbued with the idea of our College obtaining a building similar to that of the "Varsity Biological Hut" at Cass. Their enthusiasm saw the constitution of a "Ways and Means" Committee, led by Mr D. B. Wilkie, which investigated the possibilities of such a venture. Consultation with the Education Board brought encouraging results, and the choice of any one of three ex-school buildings was tentatively offered to the Committee. The Annat school was chosen. The next move was to acquire a suitable site and after a great deal of exploration and enquiry, Mr H. C. Urlwin was most successfully approached. His generous offer of land, free of charge, was finally accepted. The "Ways and Means" Committee then met the Students' Executive and a Hut Committee, consisting of both staff and students, was formed to organise further developments.'

My memory is that the starting point was a lunch-hour discussion involving Gertie Bachelor, Ruth Horrell, Wally Clark and myself after some of us had been on the then customary one-day field-trip to the hut at Cass; we were examining the question 'Why can't we have a hut of our own somewhere?' We had also heard of the Dunedin Teachers College Inch Valley project which was under way.

Ruth, Wally and I, occasionally with other members of staff, surveyed Canterbury over the next two months, visiting many likely spots on the plains as well as several valleys and bays around Banks Peninsula. Coopers Creek

was ultimately chosen not so much for its charm and field-trip possibilities but because power and water were readily available and it met the major criterion of the time (soon to be irrelevant) that it had good access by bus for student parties leaving on Friday evening and returning Sunday night.

The dismantling of the Annat school was no mean achievement for complete amateurs of both sexes. Heavy kauri roof-trusses and very substantial twelve foot high walls with six-by-four studs and ten-by-four top-plates were lowered to the ground using only very basic and unmechanised scientific principles.

I am still mildly proud of the design of Mackay Lodge. In those days finance was very limited and it was clear we would need to use as much of the eighty-year-old school as possible. It was too big and too costly to shift bodily the seventeen miles to Coopers Creek, and dismantling it completely and re-using the material in a new design was equally out of the question as the nails wouldn't pull and the hard dry timber always split. The solution was to use one of the two rooms at Annat as a basically intact unit with half of the other room, alongside at Annat, 'tacked' on to the end, at Coopers Creek. Three feet were chopped off the bottom of the walls (you couldn't see out of the windows of the old school) and the lower inverted V of the double inverted V roof-trusses were used for the roof-trusses of the new lodge.

It took twelve months to dismantle this solid building and I find myself wondering now why it took so long. Then I remember the way in which the whole project had to be organised.

We aimed to have at least one working party 'in the field' every weekend, leaving College about eight and returning between five and six. Occasionally we missed but sometimes we had a party on both Saturday and Sunday.

We liked to have at least a dozen on the job, staff and students, but the numbers varied between eight and (sometimes) over twenty. Another factor was availability of

staff both for leadership and for providing transport. As is usual with projects of this kind certain students and staff formed a valuable and regular corps of experience. The student who knew something about plumbing and the one who had a wireman's ticket and the two staff-members who had built their own homes were 'resource people' of the highest order! Girls were as keen as the men and were prepared to tackle anything. One problem we all faced back in 1956 was remembering to call the hut by its new high-sounding title, The Lodge.

I hope I do not do anyone an injustice but the staff names which come immediately to mind when I think of Mackay Lodge are those of Ruth Horrell, Eddie Hobson, Ces Penny, Bruce Dawber, George Southgate, Dave Beggs and Bill Marshall; Wally Clark moved to the University in 1956.

The memory of the shift from Annat to Coopers Creek is just about the most vivid left to me. What a day! We had a body of students at each end, and a truck which was to transport the large pieces of building from one place to the other. And it was a howling Nor'-Wester. It took three trips by truck and trailer to complete the job, and the last load (the heavy floor sections) went on at dusk in a great hurry slightly askew so that the truck became jammed in the railings of the Eyre River bridge and we had to 'crow-bar' it across, inch by inch. We pushed that load off in the dark and heaved a sigh of relief. I had been pulling a trailer across each time with my Consul and so strong was the wind I was in second gear on the flat for the whole seventeen miles!

The building of the Lodge began in September 1956 and it was usable by the end of 1957.

Another paragraph in the 1956 article gives some details of this first lodge: 'Interesting features of the Lodge include a large stone fireplace, nine feet long, constructed entirely by a woman member of the staff; modern laminex bench and cupboards built by Division C woodworkers; and an enamelled fuel range presented by the 1955 Rugby Club. The floor is of kauri and the sarking of black pine, while the

studs in almost all rooms are six inches thick. The lino in the lounge was "salvaged" from the part of Canterbury College destroyed by fire three years ago and was "discovered" by lino-cutters in search of materials. All the pinex used — between three and four thousand square feet — came from the 1956 Industries Fair, as did the laminex cupboard doors in the kitchen and the glass doors to the bunkrooms and showers. The latter came from the Model Home exhibit. The plumbing is a real work of art. Most of it has been constructed from scrap pipe two or three feet in length, obtained from the Education Board's Works' Depot.'

How times change; why didn't we say outright that the fireplace builder was Ruth Horrell, later to become Mrs Masterton? And who today would be bothered to make do with scraps of pipe and pinex? Or would be bothered to saw up yards of battleship linoleum into reusable lino tiles?

Towards the end of 1957 the C.E.B., obviously pleased with our efforts, offered us the Jack's Mill school, at Kotuku in Westland, for a second lodge. David Beggs was the first over-the-hill' to look at the environmental possibilities and I followed a week later to look at it from a structural point-of-view. It seemed to be ideal in every respect and we accepted gladly. So ideal was it in fact that it served as a lodge for the first few years without very much modification at all; its later development and the Secondary Division acquisition of the Inchbonnie school and schoolhouse is another story.

For me the building of Mackay Lodge illustrates perfectly the old adage 'it is better to travel than to arrive'! I estimated I travelled three thousand miles in my Consul during the building process and enjoyed every minute of the time spent on the project. At the end I slept in the Lodge twice and have visited it once briefly since I returned to College in 1961.

However, I must be fair: in the 'sixties Kotuku and its development possibilities were proving to be an irresistible counter-attraction.

THE CHRISTCHURCH TEACHERS COLLEGE LIBRARY

Millicent V. Kennedy

The library as it is today is a symbol of the story that spans the first hundred years of the growth of the College from a training college for student teachers to a teachers college. The library began as a small collection of volumes, mostly textbooks. Funds were not sufficient for rapid expansion of the collection, but by careful selection the staff of the College had by the early forties established the nucleus of a useful library.

Methods of teaching had been changing during the period between the two World Wars. Books and materials, in addition to prescribed texts, were necessary to implement these methods. The colleges needed to expand their libraries, and teachers in the field were asking for information and help in establishing school libraries or in improving existing ones. It is significant that about this time requests that better library facilities be made available to teachers were sent through such organizations as the N.Z.E.I. to the Department of Education.

The Department in 1944 decided to appoint a full-time librarian to the staff of each college and to make a grant of £1000 per year for the next four years. By today's standards £1000 (\$2000) does not appear a large sum but in 1944 the prices of books were much lower than they are today and £1000 bought a large number of books.

The problems that confronted the newly-appointed librarians differed according to the past practices of each college.

In the Christchurch college, the library duties had been assigned to members of the staff, who took it in turns to be responsible for one year for the ordering of stock, the classification and cataloguing, and lending. As in all small libraries where a limited number of books is added each

year, classification and cataloguing could be simplified. The library was divided into subject sections, the shelves were numbered, and as new books arrived the titles were entered in a large book under the appropriate subject heading, and a shelf number was assigned to each book. This system had proved adequate over the years, but it was obvious with a rapidly growing book collection that a system of classification devised for expanding libraries should be adopted. It was decided to use the Bliss classification as this was suited to an academic library. It had proved successful in the library of Otago University. As the Christchurch Public Library and the Country Library Service used the Dewey classification and the University of Canterbury used Library of Congress classification, interested students could become familiar with these different systems.

Then began the task of classifying according to Bliss the complete stock of the library and the introduction of a card catalogue under author, title and subject. For a card catalogue it is necessary to have the requisite equipment and furnishings and, gradually, these were acquired.

It had been the custom for each lecturer to recommend for purchase books that he considered useful for his subject. This practice was continued and recommendation cards, similar to those used in the university library, were designed so that they could ultimately be filed as acquisition cards when the books were put into circulation. It was the librarian's responsibility to make up the order lists within the limits of the library budget. During 1944-5, when these new techniques were being introduced, both Mr Harris, the librarian at Otago University, and Mr C. W. Collins, librarian at Canterbury University, were consulted and both gave practical help and useful advice.

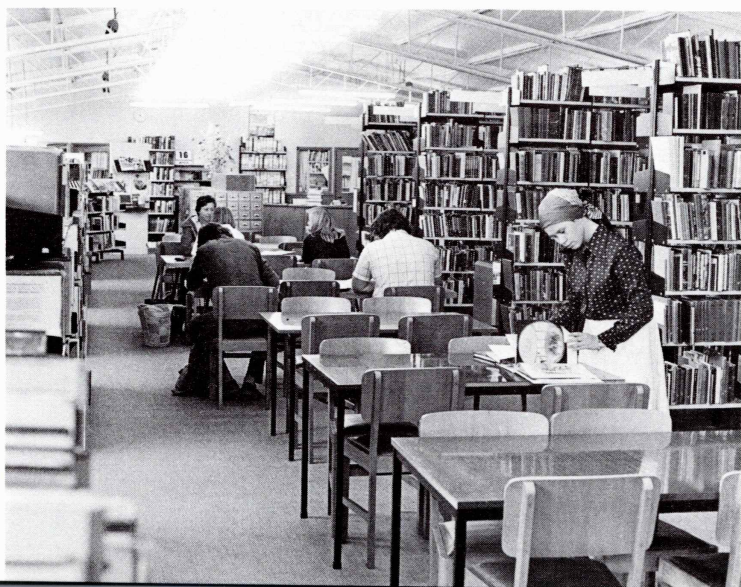
In order to provide students with an opportunity to learn something of the techniques involved in the running of a library, and to become well-acquainted with some of the best of current literature for children, four students were seconded to assist in the library instead of doing a stint 'on section' in a school. It is worth noting here that, after leav-

ing college and when given an opportunity, some of these young people established very good school libraries. Incidentally, with a few notable exceptions, they were very good at dusting the library! As one intelligent young man said, this chore gave him the opportunity to find out where all the best books were located.

It was not long before the rapidly-expanding book collection outran the shelving space and the college librarian had the unenviable task of redesigning the layout to provide more space for books, periodicals and film-strips — a film-strip library for the lending of film-strips to schools having been added soon after the appointment of a full-time librarian. Once the plan for additional shelving had been approved, a carpenter arrived and *worked in the library*. It didn't seem to have occurred to the board's architect that much of the work of making shelves could be done in a workshop. That term was chaotic but the library was never closed to borrowers.

The appointment of an assistant-librarian in 1949 eased the load of the librarian and enabled her to give more time to students who required help with lesson preparation. The appointment was also a happy one in that it secured for the College an able future librarian in Miss Joan McLaughlin, now Mrs W. Steele.

*The town site
library, 1977*



TWO WILD MEN FROM BORNEO

Datuk Polycarp Sim

It is now almost twenty-five years since we left New Zealand but we still cherish fond and vivid memories of our sojourn in the country and especially in Christchurch.

Still a vivid but not-so-fond memory is the winter. To be transported almost overnight from the sweltering heat of the tropics into the winter cold of Christchurch – the very thought of it even now makes us shiver.

Many were the envious glances we cast at kids as they went about well-protected by their balaclavas. These balaclavas seemed to us such sensible head-gear that we wondered why grown-ups didn't wear them too so that we could follow suit and thus spare our poor ears from the biting winds.

Bed-time in Christchurch is also unforgettable, even now. There was the usual routine of warming up the bed with hotwater-bottles and of our crawling under seven blankets and a quilt to boot. And even then it took us quite a while to feel really comfortable.

For those who would like to get away from the winter cold, the hothouse in the Botanical Gardens of Christchurch is as good a place as any. We ourselves spent several very pleasant Saturday mornings there. With its warmth and moist air – it was almost like home.

Our assignment at the Christchurch Teachers Training College was to acquire the technique in teaching certain subjects, not to follow regular training courses. The principal and tutors must have been hard put to accommodate us, but accommodate us they did, and somehow they managed to draw up a programme which was eminently suited to our purpose. Regular lectures were kept to a minimum; instead, we were to spend much time with individual tutors and in visits to schools to observe the actual teaching of the relevant subjects. This meant that the poor

tutors had to forgo their free periods in order to attend to our needs, and this they did not only willingly but even cheerfully. We were fortunate indeed to have such dedicated tutors and we are greatly indebted to them.

The planned visits to the schools should have been ideally suited to our purpose but more often than not the students and teachers were more interested in us than in giving us the benefit of their experience. We had the feeling that the students in particular must have been waiting expectantly for our visits just to see what the two specimens from the wilds of Borneo really looked like. Perhaps it was our imagination, but we seemed to sense disappointment on the part of some at finding that we were not so very different from them after all. In most schools that we visited, therefore, instead of our sitting back to listen and observe, it was the teachers and students who did the listening and we the talking. They had all heard of the White Rajahs, of Borneo, and, more especially, of the wild men and headhunters. But that was about all they knew of our country and so they seemed to find our talks quite absorbing, although we had the suspicion that, in the case of the students at least, they welcomed these talks more as an escape from the formal classroom routine.

As for the country and its people, barring the winter cold, we have no hesitation in saying that they are just wonderful. Where else in the world can one find a country of similar size endowed with such a profusion of natural scenic beauties? New Zealanders, both Maoris and pakehas, should all be proud of their country. From the day we landed on New Zealand soil until we left, we met with nothing but courtesy, friendliness and hospitality. At the Zetland Hotel in Christchurch we were treated like members of the family, and at the main meals each day we were sure of a helping of rice especially cooked for the two of us.

The T.T.C. may appear somewhat forbidding on the outside because of its sombre hue and castle-like appearance, but inside it was warmth everywhere — warmth from

the central heating system and warmth radiating from the friendliness of both staff and students.

Nor can we forget the pleasant evenings we spent at the homes of so many of our tutors and other friends, both in Christchurch and elsewhere in the country. They were all so kind and hospitable that at times we felt guilty of imposing on them. We did try to decline the invitations at first by inventing all sorts of excuses, but they just wouldn't take a 'no' for an answer, so concerned were they at making us feel at ease in their country.

We would like, therefore, to avail ourselves of this opportunity to express our sincere thanks to all of them and to wish the T.T.C. even greater achievements in the century yet to come. — Two not-so-wild men from Borneo.



*Dramatis Personae:
Don McCara and
'students', 1977*

SECONDARY DIVISION DRAMA

Don McCara

One of the ways in which the College has been in the public eye over the last ten years, and on many occasions before that, has been in the field of drama and theatre. Many students going through the shift from being at the receiving end of the education system to becoming teachers have found that participation in drama activities of various kinds can help them face their classes more easily and hold their students' attention, especially if they know they can convincingly hold the attention of a theatre audience. Participation in creative drama, with emphasis on imaginative play, and enactment, is also valuable for closing the communication gap between academically trained students and their future classes. In particular, here, however, a few of the highlights of our theatrical productions might be of interest to many who have shown or discovered acting talents while passing through this institution.

Of course there have been many disasters to avert — I mean such things as the set nearly collapsing when we went on tour in January 1970 to Nelson with Feydeau's *A Flea in Her Ear*, when a jealous Spanish husband hammered too vigorously at his wife's bedroom door. The cast scarcely made it to Greymouth last year with *Oh What a Lovely War* when snow closed Arthurs Pass, and the Grey River threatened to inundate the theatre. Makeshift and borrowed lighting equipment has terrorised several backstage crews on various occasions before the present excellent drama workshop was built with its outstanding facilities. On one unfortunate occasion a huge lorry-load of uncut bark dockings, from which the set was to be constructed, was strewn all over the courtyard outside Division A hall and took valuable days of rehearsal to clear. Most of it is probably still stored in garages and student flats around Christchurch, waiting to be used for firewood. Then again,

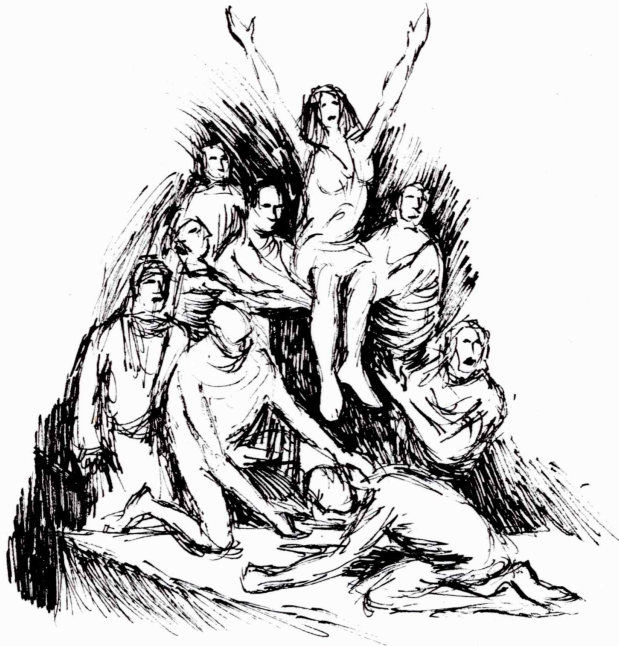
all the mess that play productions create — jumbled bits of old scenery, lengths of wood studded with lethal nails, piles of old costumes which accumulate in corners through lack of storage, and junky bits of furniture bequeathed from student flats — all these have broken many a college administrator's orderly compartmented heart, as, I am sure, has the disappearance of curtains, sliding-door-tracking, and mirrors for makeup from different locations in the college buildings. Last, but not least, the patience and fortitude of the education staff has often been sorely tried though always generously donated at times when a production date and an education test have clashed.

Apart from mentioning hair-breadth escapes, however, I must pay tribute to the many outstanding young men and women it has been my privilege to meet while producing plays here. We've tried a lot of difficult material, and the effort has always elicited at least reasonable critical reception ('Another Worthy Student Play') and at times high praise: 'Aim achieved meritoriously', 'Abounds in genuine human emotions', 'Courageous', and 'A vital performance'. Plays by Brecht have often been a mainstay — somehow, the didactic element is particularly appropriate to a teachers college. Sean O'Casey plays have been performed more than once because of the clear-cut characterisation, and the link, essential for academically trained students, with working-class men and women, and with O'Casey's marvellous humour. Chekhov has tested the sensitivity and maturity of the student actors in some years, and requires an act of generosity from the actor who must give something genuine of himself and ask himself some rather uncomfortable questions if he is to perform with any degree of truthfulness. A real test has often come from the type of audience we have performed to. I remember with a thrill how a performance of Sartre's *In Camera*, which is about three dead people shut up together in Hell and not able to escape from one another, held the riveted attention of a group from a remand girl's home, and how a simple puppet play was exciting for a work-experience class at a local

intermediate school. It was a thrill, too, when one of our plays went down so well with a Greymouth audience of eight hundred secondary pupils that many of them were whistling tunes from the show weeks later.

Besides talented students, I have been fortunate in having had assistance from many others on the staff, backstage and onstage: Trev Turner, Kit Powell (for music!), Bert McConnell, Sue Lister, Errol Jaquiere, Eugene McNeill, Wyn Jones, Guy Jansen, Reg Graham, and many more. When I consider present facilities, and the arrival of a full-sized, properly equipped auditorium which will shortly be available for plays among other things, I feel the College has come a long way from the time when the students and I had to construct our own first theatre floodlights and borrow the old cafeteria for rehearsals. The chief thing, though, has always been, from the time when I was a student in 1961 and participated in one of the college reviews, the spirit of students and lecturers prepared to get up on stage and 'give it a go'!

*College Workshop
Production, 1976*



OF PRINCIPALS, PRIESTS AND PROFESSORS

D. B. McSweeney

I first entered the College in February 1949 as a sunburnt, callous-handed, brand-new, Diploma-holder from Lincoln. Coming from what at the time was the almost entirely male and homogeneous Lincoln community, I found that two things disconcerted me right away: the girls, and the mixed bag of men students. I won't elaborate on the first except to say that I married one of them, but I do want to say something about the second.

In my first year segregation of the sexes was the rule. So I sat with my male colleagues. In these groups were some men straight from school — indeed only seventeen or eighteen years old — a few returned servicemen, and others who had some years of university study with results ranging from first class honours to that euphemistic phrase 'no credits' after two years of full-time study. But they all shared a common ambition — to teach in primary schools. To me their differences were very apparent but at that time I would have been quite unable to pick the future leaders. However, I was curious but I had to wait twelve years for even interim answers.

In my case I ended up in 1956 back on the staff, with Dave Beggs, and I saw once more this mixed bag of men — perhaps younger on average and certainly lacking the returned servicemen groups. The graduates also were tending to go into Division C rather than Division A. There were still those, though, with what is now termed 'work experience', and others with odd mixtures of success and failure at university.

All this persuaded me in the late '50s, and with helpful prompting from Henry Field and John Small at the University of Canterbury, to go back to my earlier query: 'Are these Div. A men really students of quality with the po-

tential for top level leadership in education?' The short answer (because I was told to be brief) is: 'Yes, indeed.'

For an M.A. thesis I followed up the university work of the 280 men who entered Div. A 1947-50, and in a less formal way I have watched the performance of the men who were my own students in 1956-60. My conclusion is that in the time I was associated with Christchurch Teachers College it produced a group of first-class leaders in education. This may have been because of selection procedures, or because of the quality of the education and the motivation given at the College. I have not attempted to account for this quality of performance. All I did was record what had happened and in the process developed an abiding interest in following up the careers of these men.

So now, some twenty-to-thirty years later, what is the main thing about them that stands out? To me it's the height to which a proportion of them have risen from somewhat improbable beginnings. I certainly did not discern in a 1949 group a future professor of higher education, nor for that matter a principal of a teachers college, and I have no recollection of noting when I joined the staff a future professor of education sitting in Room 1 taking biology.

'Tutee' groups should give staff a good insight into student potential, but even here I failed to detect a future educational philosopher with an international reputation and at least two very scholarly texts to his credit. The higher levels of biology seem to have profited from a beginning in Room 1: a quick look at university calendars reveals an associate professor in reproductive physiology, a reader in botany, another in zoology, not to mention the biology departments of the teachers colleges which would be very small indeed if former students of Christchurch Teachers College withdrew.

And what of the priests? First I must say that for what was theoretically a secular institution the College has produced a lot of remarkably active and committed Christians — in the 1949 group alone I came across a missionary in Asia, the vicar of a Christchurch parish and another in Otago, a

Presbyterian minister in Auckland and a Catholic priest in Christchurch. These are probably only the tip of the iceberg and I made no attempt to measure lay and voluntary Christian leadership. My inquiries did not turn up any bishops but for what it's worth one man in my sample has a brother who became one!

I can report on principals very simply: over the years I have visited large numbers of schools throughout New Zealand and in virtually all districts I can be sure to find men who trained in Christchurch. This is true of secondary as well as primary schools. Indeed, when I first visited South Auckland two years ago I almost concluded that a condition of appointment as principal was education at Christchurch Teachers College.

So there's my conclusion with its simple message: The College has produced outstanding leaders in education and the church, and if we can't proclaim this honestly and without false modesty on a centennial year then when else can we?



GENEROSITY, WARMTH AND GOOD COMMONSENSE

Dale C. Paul

My experience as a visiting lecturer in education at Christchurch Teachers College in 1967 was my first venture outside my home country, the United States. I must have been made to feel very much at home and welcome, because I still haven't returned to the U.S.A. and, as a matter of fact, am now a permanent resident in Australia.

It seems incredible that ten years have passed since that very pleasant year at Christchurch. I still have the souvenir booklet produced for the 90th Anniversary at that time and it brings back a host of happy memories.

Students now will find it hard to believe that male students in 1967 were required to wear neckties to College, or that there were signs posted warning of the damage caused to floors by stiletto heels worn by the ladies. The Lodge at Kotuku was in the throes of painting and refurbishment and the ride over Arthurs Pass in the railcar could still be a fairly frightening experience. I was glad I had been to Kotuku previously when I arrived there at midnight with a group of students (in pouring rain, of course) and had to find the Lodge. I didn't do as one lecturer did – turn left instead of right and end up at Greymouth at dawn.

I don't know if it will make primary students stoical or cynical to realise that at one point in 1967 we had a frantic call to develop specific building plans for the primary section of the College at Ilam. I was happy to attend a conference in January 1976 in the secondary section at Ilam but the primary move still seems a long way away. I suppose it's easier to cherish old buildings if you yourself don't have to work in them, but I must say I found the old college buildings very charming – bitterly cold some of them for an ex-Californian, but charming nevertheless. I even enjoyed my study in what had been a bathroom in Polson House. I

recall how apologetic everyone was about it (and about a lot of the other facilities in the College); assuming that because I was an American, I was used to infinite luxury in everything. I didn't tell them I had held four jobs at one time the previous summer in order to get enough money to get to New Zealand, but I did assure them — in all truth — that I had 'enjoyed' far less satisfactory accommodation in some American universities. The assumption that all Americans were rich was one I ran into often and, as a matter of fact, it wasn't until our Christchurch neighbours learned that we were living on an ordinary New Zealand salary that they really started to accept us fully. I was always pleased that none of the anti-American feeling existing in those days, particularly because of the Vietnam war, was ever directed at me. I believe that was an indication of a great deal of commonsense and generosity on the part of public and students alike.

Perhaps my most lasting and grateful memory of my year at Christchurch Teachers College is based on those qualities of generosity, warmth and good solid commonsense that I found in my colleagues and students, and which seemed to me to underlie the courses offered. When I have the opportunity to renew acquaintanceships by returning to New Zealand, or when your students and staff visit my college in Australia, I find those qualities still very much in evidence. Cling to them. They meant a great deal to me in 1967 and they will continue to be needed in the turbulent world of education in the future. I am grateful to have had the opportunity to be associated with the College, however briefly, at that particular point in its long and honourable history.

MUSINGS FROM MUMBO LAND

E. P. Blampied

So you would like to know how the Christchurch Teachers College centenary appears from the *kopjes* and *dongas* of Southern Africa.

Well, to tell you the truth, it is difficult even to bring it into focus on the screen. It all seems so far removed from this old-time, feudal-like kingdom of Swaziland. And so perhaps my contribution should concern itself with the local scene in order that you may the more take pride in the comparisons you can make over the past hundred years, and perhaps ponder over the next hundred.

So what are the facts of life in this tiny developing country and in the William Pitcher Teachers College which, surprisingly, miniatures the Christchurch Teachers College in its present unified form?

Well, there are the motley-coloured chickens scratching around outside the door of the now-deserted classroom as I write this; there is the herd of native cattle and goats, which have been quietly eased into the college grounds by the herd-boy when no one was watching, munching triumphantly the tough lush long grass; and the children with their big, wondering scary eyes trundling their makeshift trolleys, using tin lids for wheels, along the concrete walk-ways between the classroom blocks.

There are the cabbages and oranges on sale in the college entrance foyer — a free marketplace for growers and dealers; the Swazi women, pots of mealie pap on heads, trudging in to sell a few lunchtime bowls to the workmen engaged on the building extensions; and old Mr Kunene from the hostel kitchen staff coming to discuss further with me my 'secondary suit', as he calls it, for he is very keen to acquire it, and, thinking he will have to buy it, is worried about prices: 'Don't be frightened, Baas', he volunteers stoically; 'I get money next week from my bladder.'

And there are the students, formal classes over, making panicky last-minute efforts to plug the gaps in a form of teacher training that is based on the foundation of a dubious pass at Form 3 level. Can you imagine it, in Christchurch? So they come with their highly demanding problems: 'Saury, Sir, but could you borrow me a rubber band?' Or 'Excuse, Sir, but I am confused.' 'And what confuses you today, Themba?' 'I am confused by the 24-hour clock, Sir.'

Then there is the Ministry of Education, pushed and pulled this way and that by a variety of external agencies—persuaded by a well-meaning American Government to establish a massive Curriculum Development Unit more suited to a large Western state, with a big team of local people endeavouring to soak up oceans of advice from a high-powered team of university 'educators', a team which changes its personnel and its direction every two years! No wonder the Swazis are confused. And while the years and the rands are slipping away in endless 'planning', the teachers in the schools struggle on in the most astonishing conditions: in schools with fresh-water supplies laid on per bucket from the bilharzia-infested river a kilometre or so across country, and with nature-toilets out in the bush; in soundly-built concrete-block classrooms in which the furniture merges nicely with the building in the form of left-over concrete-blocks; in cool, clean mud-huts with floors of well-polished cow-dung; or in classes conducted in the open air, with more holidays all round when it rains or when the sun becomes too merciless. And in many of these schools, established by local communities or by enthusiastic local chiefs, the teachers subsist on ten rand a month.

Or, again, on the lighter side, there is that telephone account of R350 for the month for the house we used to occupy. At 4c a call it does seem to represent an extraordinary number of calls — let me see — 8,750 calls, 300 a day nearly. But then the house was unoccupied for half the month! And, besides, the telephone was out of order for the whole of that month, remember!

Or, take my next-door neighbour's electricity bill for

R40, normally under R10. When he went to discuss it with the authorities in Mbabane (everybody goes to the capital to discuss in person every problem that arises), they agreed it was ridiculous and promised to set it right in the next month's account. The next bill – R140!

Or the case of a colleague who hasn't been charged any rental yet for his Government house in three years; he has opened an interest-bearing account against that day!

Or the case of the lecturers whose pay-cheques keep coming through for six months after they have left the country; but then to offset this there are plenty of Swazi teachers who wait for months for the first pay-cheque.

It is all such good clean fun, but at the same time it is pathetic. Overall it depicts a small proud nation struggling desperately to catch up on a thousand years of lost civilisation, and on a hundred years of 'Protectorate-ism', which boiled down to protection from a take-over by the Boers and a subsequent 'wash-our-hands' attitude from the Republic, plus insulation against the steady progress that was being made in the colonies to the north.

So here we have a lovely country with some good old-fashioned values, and a lovely people, laughing, friendly, kindly, courteous, welcoming, deeply appreciative, philosophical in outlook, and pretty close to the bread-line. And a teachers college that does work, in a reasonably limited way. But the whole education system is crying out for aid of a practical nature and for live contacts with the outside world of schools and colleges. It could benefit immensely, for one thing, from the injection of a score of young New Zealand teacher volunteers every year into the secondary service.

The New Zealand Government has recently contributed \$35,000 towards the purchase of teaching equipment for the primary service where the material needs are so marked. And a fine in-service training scheme for primary teachers on a scale undreamed of in New Zealand was established in 1973 under Eric Hill of Auckland. But these are only beginnings. There is such an immense gap to close.

DEVELOPING CO-OPERATION AMONG THE TERTIARY INSTITUTIONS

Jean M. Herbison

Those of us who were involved in the 90th anniversary celebrations could not have envisaged in 1967 the changes which have occurred in the last ten years. At that time all the tertiary institutions*— universities, teachers colleges and technical institutes — were on the upward swing of a growth pattern which continued for a decade. The planning for that growth was more by hindsight than foresight and each institution with a few exceptions, developed in its own way and almost in isolation.

A centenary seems to be an appropriate time not only to enjoy the achievements of the past, but also to use some foresight in envisaging the kind of future which may be ahead of us. But rather than crystal-ball gazing, I would prefer focusing on an aspect of tertiary education which has high potential for the future of institutions in Christchurch.

The particular theme I wish to emphasise as an indicator for the future is the developing co-operation among the tertiary institutions. Such co-operation began in May 1970 when the University — Technical Institute Liaison Committee was established. When discussions were initiated a few years later regarding the possibility of a Bachelor of Education degree for teachers college students, it was agreed that there would be value in establishing a Christchurch Tertiary Education Liaison Committee. At this time Lincoln College was included and the Committee began regular meetings in 1975. The major purpose of the Committee was 'the development of relations among the four institutions with a view to increasing the co-ordination, efficiency and economy of their operations and the

academic, professional and technical welfare of their staff and students'.

Another reason for 1975 being an appropriate time for establishing such a committee was the involvement of all the tertiary institutions (and other post-secondary organisations) in meeting the popular demand for continuing education stimulated by the Educational Development Conference. Here, certainly, was an area which required co-ordination and co-operation if duplication and overlap were to be avoided.

The year 1976 found the teachers colleges in a position where quotas were being reduced to meet the forecasts of a smaller school population. Colleges were encouraged to develop programmes for the continuing education of teachers and to diversify their courses into fields associated with teaching. This meant that teachers colleges would no longer be mono-technic institutions. Such a change led them into association with other tertiary institutions which had already been involved in courses similar to those planned for teachers colleges – for example the training of social workers and librarians. Here, again, is an area which requires co-operation among the tertiary group.

The Christchurch Tertiary Education Liaison Committee has done some useful work through sub-committees on continuing education, tertiary teaching procedures, and courses of study below degree level. But there appear to be subtle barriers in the way of co-operation which will take time to remove to allow the best use of the valuable resources which are available. Each of the institutions has a long history of providing education in a particular field. It is with some reluctance that we share some of that traditional expertise. Institutions and their staff hold prejudices about other institutions and each is unwilling to admit that changes have occurred. There is a fear that some of the larger groups are just waiting for the opportunity to 'take over' in an area of expertise held by another for a long period of time. There is an unwillingness to accept the lesser although perhaps vital contribution from another

institution in a shared programme. There is also the variety of values placed on certificates, diplomas, and degrees which hinders the flexibility of alternative programmes and the free flow of students among the various institutions.

Fortunately, given goodwill, these are problems which can be overcome. Representatives of the various institutions and interested lay people should be given the opportunity at the local level to work together on programmes of mutual concern such as the training of teachers, social-workers, child-care assistants, librarians, craft teachers, nurses, dental assistants, and other general education courses for adults, including the challenging area of multicultural programmes. From such consultation will stem much greater involvement and better use of resources, both staff and materials. I would suggest more stimulating and relevant courses for students, courses which may not be limited to one institution but which can be provided through the co-operation of all. Can we put a date on such an achievement? It may be that by 1980 we will have such alternative programmes available, but is it more likely to be 1990?



TOWARDS 2077: THE COLLEGE AND THE CONTINUING EDUCATION OF TEACHERS

Ian D. Stewart

Notable though the first century of teacher education in Christchurch has been, it has fallen short of what it might have been. Ironically, the principal decisions which compromised the fullest development of this College, and its sister colleges, as tertiary institutions were made in the very first year of teacher education in this country. Fitzgerald, the first Principal of Dunedin Teachers College, seeking to find relief from staffing difficulties which had beleaguered him from the day he took office, passed over responsibility for the personal education of his students and for the further education of teachers to the infant University of Otago. Logical though these decisions may have seemed to that worthy Scot and to the successive governments which have confirmed them, they remain the principal reasons why for almost a hundred years the role of the teachers colleges has been restricted to the pre-service preparation of teachers. Denied the stimulus and satisfaction of participating in the further education of practising teachers, the colleges have not matured as tertiary institutions. Denied access to schools of teacher education capable of providing teaching-related courses designed to maintain the vigour and initiative of the various arms of the teaching service, the teachers of this country have never won for themselves a secure place among the professions.

Christchurch Teachers College has never acquiesced in this situation. Vigorous protests by principals, lecturers and former students at the continuation of short-sighted government policies in relation to the further education of teachers, and at the failure of the universities to make

adequate provision for the professional needs of practising teachers, figure large in the history of this College. It is not surprising that these protests and the issues of principle inherent in them were either ignored, misinterpreted or rejected.

The Department of Education was unwilling to contemplate any radical changes in teacher education policy which might reduce or take away the absolute authority that it exercised over the colleges. There were understandable reasons for this. For one thing the Department was too fully occupied coping with problems of educational expansion to contemplate changes which might reduce government control over the supply of beginning teachers. For another thing the proposals lacked community support. Why should the system be changed, while the colleges were turning out teachers of an acceptable quality?

The universities continued to be indifferent to any suggestions that teachers might have specialised academic and professional needs. To be sure, they established small departments of education within their faculties of arts, but the structures and the objectives of their degree programmes, and the patterns of their teaching remained unchanged and unchallenged.

The situation has changed dramatically over the last few years.

The Department of Education, freed for the first time from insistent pressures for educational expansion, has been able to undertake a critical appraisal of its own structures. Not surprisingly some inadequacies have been revealed. One is the potential danger of maintaining a closed system which fails to distinguish between, and keep separate, the processes of teacher qualification, teacher registration, and the employment and supervision of teachers. Arguments in support of autonomous teachers colleges have begun to attract greater attention.

The universities, motivated principally by the initiative and vitality of the newer universities of Massey and Waikato, are beginning to take steps to determine their

roles in teacher education. Hamilton, Massey and Otago, in collaboration with their local teachers colleges, have instituted B.Ed. degrees, and discussions are currently being held in this city to determine the feasibility of mounting one for teachers of the region served by the University of Canterbury and Christchurch Teachers College.

Among teachers there has been a growing awareness that graduate status of itself does not guarantee quality of education, nor does it guarantee the professional recognition teachers have so long sought after. Not only has the suitability of university qualifications, including B.Ed.s, for the contemporary educational setting been questioned, but as well there has been a reaction and some concern about university domination of teacher education. There is increasing support for an alternative award system by which teachers can advance their professional qualifications.

Christchurch Teachers College is well placed to respond to this changing educational climate. The process of unification provides it with unique opportunities to restructure its component parts so that the diversity of professional and academic talent available can be used creatively and effectively. The response has been immediate; the College is now demonstrating that with its combined resources, coupled with the stimulus which derives from a single council and vigorous professional leadership, it has the capability to make a notable contribution to the further development of teacher education in New Zealand.

Members of staff of this college have long accepted that pre-service and in-service teacher education should be seen as a well integrated process and that the colleges should have a major role to play in the achievement of this objective. In September 1976 the Council approved a comprehensive policy statement on 'Continuing Education' which sets out guidelines for the College's involvement in the further education of teachers and teaching-related personnel. The principal thrust of this policy is that the College should concentrate on courses which are substantial en-

ough to attract professional credit. The basic unit is a fifty-hour out-of-school-hours course leading to the award of a college Certificate of Attainment, at the level of quality equivalent to a university paper. Four such courses were mounted in 1976. Future intentions are to increase progressively the range and variety of these courses, some of which will be taught off-campus. A number of fifty-hour courses from this College and others have been approved as credits, alongside university papers, for the Diploma in Teaching.

In March of this year the council endorsed a very important policy paper on Christchurch Teachers College awards. One important objective is to establish a policy to make representations to the Government for the institution of a college-based system of awards which would give teachers an alternative avenue to that currently provided by the universities for the improvement of their professional qualifications. This award system, which is consistent with the recommendations of the Hill Report, will if implemented, grant teachers colleges the autonomy and independence basic to full tertiary status.

It is too early even to dream about what the next century of teacher education in New Zealand will be like. The most we can promise is to maintain some of the vigour and purpose which made the first century of this College such a notable one. I have been on the staff for just over a year. If this present level of staff commitment to the objectives of the College is maintained, the second century may be even more notable than the first.

DIRECTIONS FOR THE FUTURE

Dr J. F. Mann

Any statement about the future must depend on the quality of the crystal ball being used, the perception of the viewer, and the mood of the moment. The following comments represent the views of an ageing participant using a crystal ball of indeterminate quality in a mood of quiet optimism. This is unusual for me for, like Albert Einstein, 'I never think of the future; it comes soon enough'.

To have any understanding of the future one must be aware of the past and the present, at least in certain respects. In the last ten years the colleges have changed dramatically in all sorts of ways. With the exception of North Shore and Hamilton, every teachers college in New Zealand has been rebuilt during this period as well as being brought up to international standards in plant and equipment. Coinciding with this upgrading in physical facilities the colleges embarked on a period of expansion unrivalled in New Zealand's history. The traditional two-year college programmes for primary and some secondary undergraduate trainees were increased to three years, with a consequent growth in student numbers and the staff required to teach them. The governing of teachers colleges was transferred from education boards to relatively independent teachers college councils, and within a general framework agreed upon nationally each college designed its own programme and awarded its own diplomas. A tremendous gain in this move was the wide range of interests represented in the personnel of the councils controlling the colleges, perhaps a determining factor in the progress made since that time. This was a period of great buoyancy in the colleges and all concerned were stimulated by the pleasure of planning new programmes, designing new course structures, and making the new and exciting relationships that the change of control brought about.

The vigour and stimulation engendered by these changes in primary colleges were sustained for many years, but in the early 'seventies a gradual diminution of drive and energy became evident. Secondary colleges were still expanding and morale was high. For a number of reasons that had nothing to do with the colleges the quotas of new entrants were reduced, staffing became very static, there were few injections of 'new blood', and there became a 'sameness' about the programmes being offered. Fortunately this was only a temporary phase and perhaps a necessary one to remind us that to become self-satisfied and complacent is to invite stagnation. The quality of staff and students would not allow this period of quiescence to continue and recently there has been a response to a number of challenges both from within and from without.

Comments I have made so far reflect broad generalities from trends in New Zealand teacher education: it would be dangerous and misleading to continue in this vein. Such has been the freedom from centrally applied constraints that the colleges, both primary and secondary, have developed their own character and, I believe, philosophy, which are reflected in the variety of programmes being offered.

With the marked increase in quality of students being admitted to College over the last few years, and with the growing percentage of non-school leavers now being admitted, the quality of the college programmes and the demands on students have had to be raised considerably. As well as this there has been a need to respond to a growing awareness of 'openness' in education. In our College this has been reflected in the breaking down of set compulsory courses with all students following the same programme and the development of a variety of courses with prescribed areas from which the students may make a choice that will allow them to meet individual strengths, weaknesses, and interests. This has yet to be developed fully in all courses but with further sophistication it should be possible for any student to choose a range of courses that will develop subject strengths, professional skills, and un-

derstandings that will make for an easy induction into the classroom and provide the basis for further professional growth. This has always been a main aim of the College: what is new is the variety of courses being offered and the degree of self-direction available to individual students. In this way it is hoped to produce teachers who are well qualified academically and who have such personal qualities as self-esteem, maturity, commitment, vitality, openness and adaptability, concern for others, and an ability to communicate with both children and adults.

The changing nature of the student population has already been mentioned. This is not to suggest that we haven't always had very good students. The change is in the direction of an increase in the general quality of the student intake and particularly in the increased age and maturity of many students. Notable also is the increase in the number of students who have had some experience in dealing with children or adults before entering College. A possibility for the future is that a prerequisite for entry might be at least two hundred hours of supervised social service work with children or adults. As well as providing a good foundation to build on and a common experience upon which college courses could be based, this would eliminate most of the withdrawals of students who find working with people in institutions not to their liking.

Many of the changes that have taken place, or are projected for the future, could not have been considered if it were not for the excellent relationships that have been developed between the College and the primary and secondary schools that it serves. To have the professional studies programmes in the College as school-based as they are can be achieved only in a spirit of co-operation, with open access to schools and classrooms and with the support of teachers visiting the College to involve themselves in curriculum and education courses. A desirable trend, and one that should be developed in the future, is the reservation of a number of lecturing positions in the College for two- or three-year temporary appointments which allow

for the secondment of successful classroom practitioners and other school personnel. It is imperative that while stability and continuity is preserved in college staffing there should be a continuing inflow of new staff and new ideas from the schools we service. Other devices including exchanges of staff must be developed to enable college and school staff the opportunity to gain refreshment and help initiate and develop innovative practice in either sphere.

All of these changes of courses and programmes have reflected a wish to meet the needs of the rapidly changing school situation and are part of an ongoing evaluation. Perhaps the major trends of the moment point to more radical changes in the nature of the College itself and its future development. These would include the advantages to be obtained from the recently established unified College with its change of control and administration, the broadening of our base of operations to include in-service as well as pre-service teacher education, the possible development of a Bachelor of Education degree, the changing relationships with our sister tertiary institutions, and a feeling for a community base.

The unification of the College is now well under way and the two divisions along with the kindergarten section and special education will come together on the one site some time late in 1978. The projected move has already stimulated a great deal of discussion and interplay between allied departments from each division and the prospects for the future appear to be exciting. There is no given formula for staff to follow in terms of integration or the combining of departments, but staff have determined to develop an organisational model that will facilitate a growth of relationships which will lead to an effective and appropriate integration of the College's resources and personnel. Staff are also keen to have the College designated as a single resource which can be used in the interests of all pre-service and in-service programmes in which the College is involved. Possibilities for future development are many and varied and might range from peaceful and co-operative

coexistence of divisional groups to complete integration within a single department. Whatever the organisational form adopted, the way should be clear for the development of continuity in programmes from pre-school through the seventh form and beyond.

Our College in the past has been somewhat introspective and self-centred with a concentration of energies related to the updating and refinement of its own programmes. Indeed, this was what others expected of it. While the *raison d'être* of the College will remain the pre-service preparation of teachers, it has become clear that if it is to survive as an independent institution it must broaden its outlook and widen its scope of activities. For too long the College has been used as a 'tame resource' servicing other agencies involved in teacher education, and staff have responded with alacrity to the opportunities now open to them. While continuing to make its human and physical resources available to the Department of Education and to teachers for short day to week in-service courses, it is clear that the main concentration of energies will be devoted to longer substantial courses for which teachers can get recognition for the Diploma in Teaching and possibly, later, for advanced diplomas and a Bachelor of Education Degree. It is hoped, too, as part of this move that, as well as the establishing of substantial vacation and evening-class courses, appropriate teachers will be released from teaching duties and allowed to return to College for full-time study or research.

A pleasing feature of the last year or two has been the closer relationships that have been developing among the tertiary institutions in the city. The setting up of the Tertiary Education Liaison Committee, which began as a formal means of sharing of ideas, has developed to such an extent that many worthwhile combined operations are under way or projected for the future. Not part of this, but allied to it, is the working party set up by the University and Teachers College Councils to investigate and make recommendations about the establishing of a Bachelor of Educa-

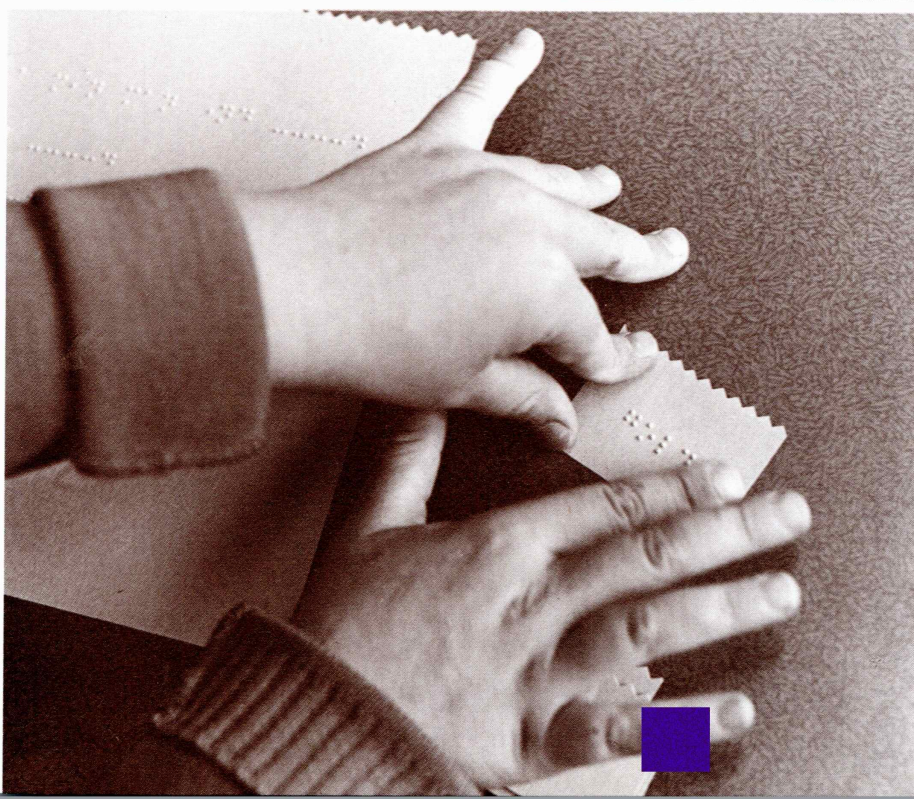
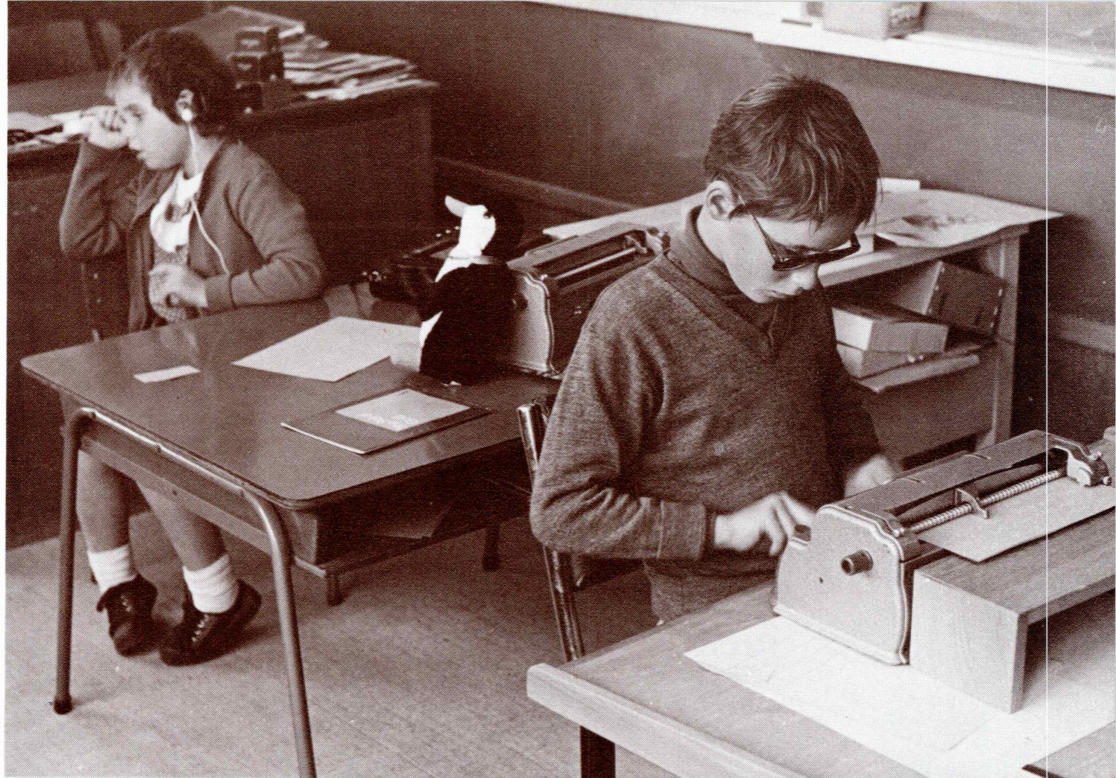


ВВЕДЕНИЕ В ОБЩЕСТВО
СТРАННОЙ ПОЛИЦИИ
ПОСЛЕДНИЕ СЛУЖЕБНЫЕ
ДНИ БОЯ И ПОЛИЦИИ
ДЛЯ ПОЛИЦИИ
27 АПР 1940

tion degree for teachers college students and teachers. This would provide a splendid stimulus for the College and give recognition to the quality of its programmes. An extension at a later date to Masters level and higher degrees would seem to be a real possibility and would provide an avenue for the development of action research that is so necessary for the development of tertiary education study and teaching. There is considerable emphasis on research at present but this is limited by the nature of our teaching responsibilities. A degree-like structure would also offer the possibility of getting away from the present time-based conception of college courses. Minimum times could be set at one, two, three or more years, but students might elect under certain conditions to take longer than this to complete. Bursaries, bonding, etc., could be modified to allow for a variety of approaches to be made in becoming a teacher.

What of the long term future? Who knows, but if we continue to move along the present path to degree status, and towards courses for both the pre-service and in-service education of teachers, and for teaching-related groups, the organisational structure of the College could easily change. An independent institution along the lines of the Australian Colleges of Advanced Education is a possibility; but in my view the best model we might use is on our own doorstep, Lincoln College, an independent institution professionally and operationally, but for degree granting purposes associated with the University of Canterbury.





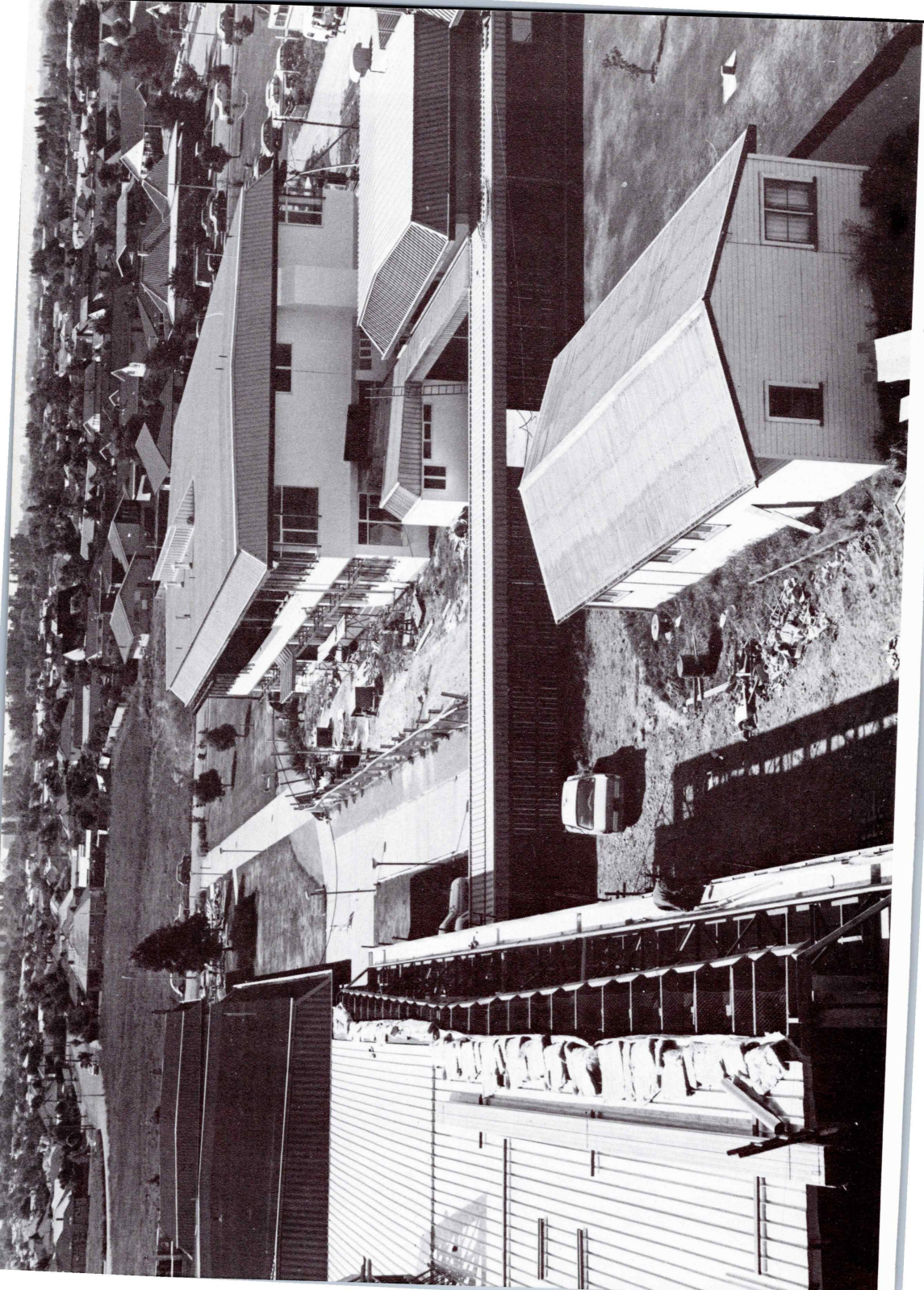






*Construction on the
Ilam campus, 1973-7*









*A. Cargo, Director
of Secondary Studies*



*J. F. Mann, Principal
of the College*

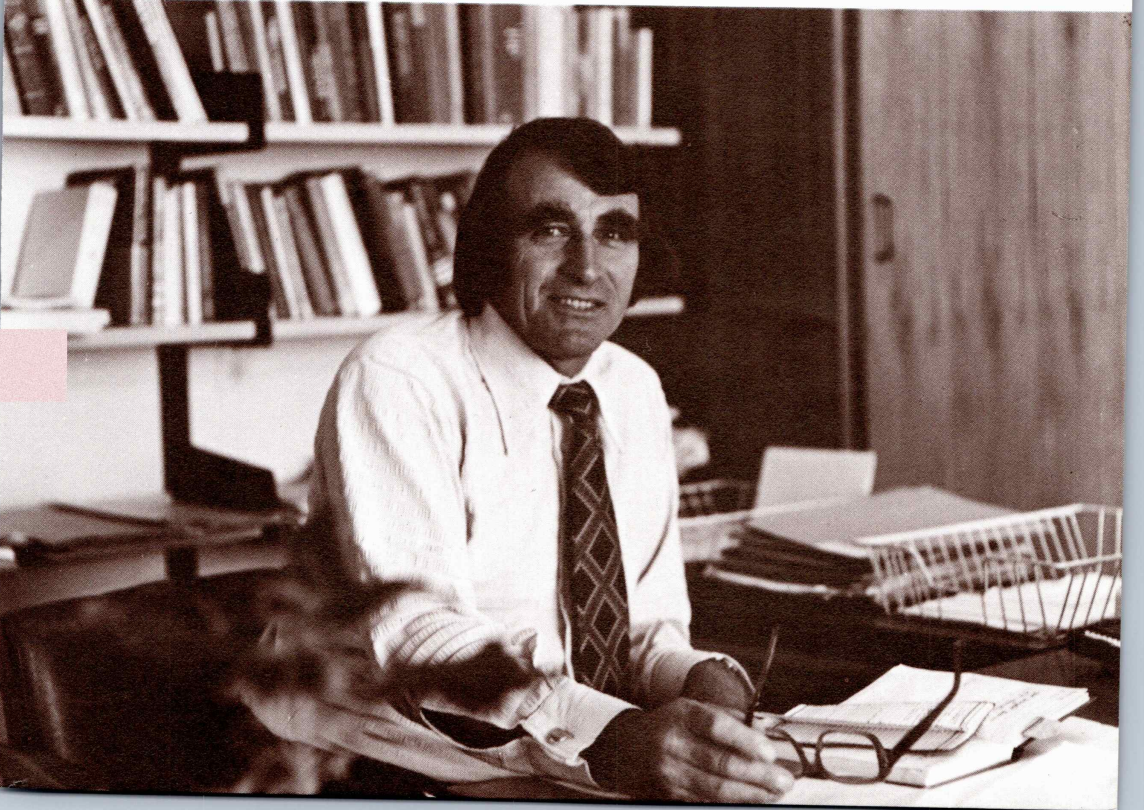


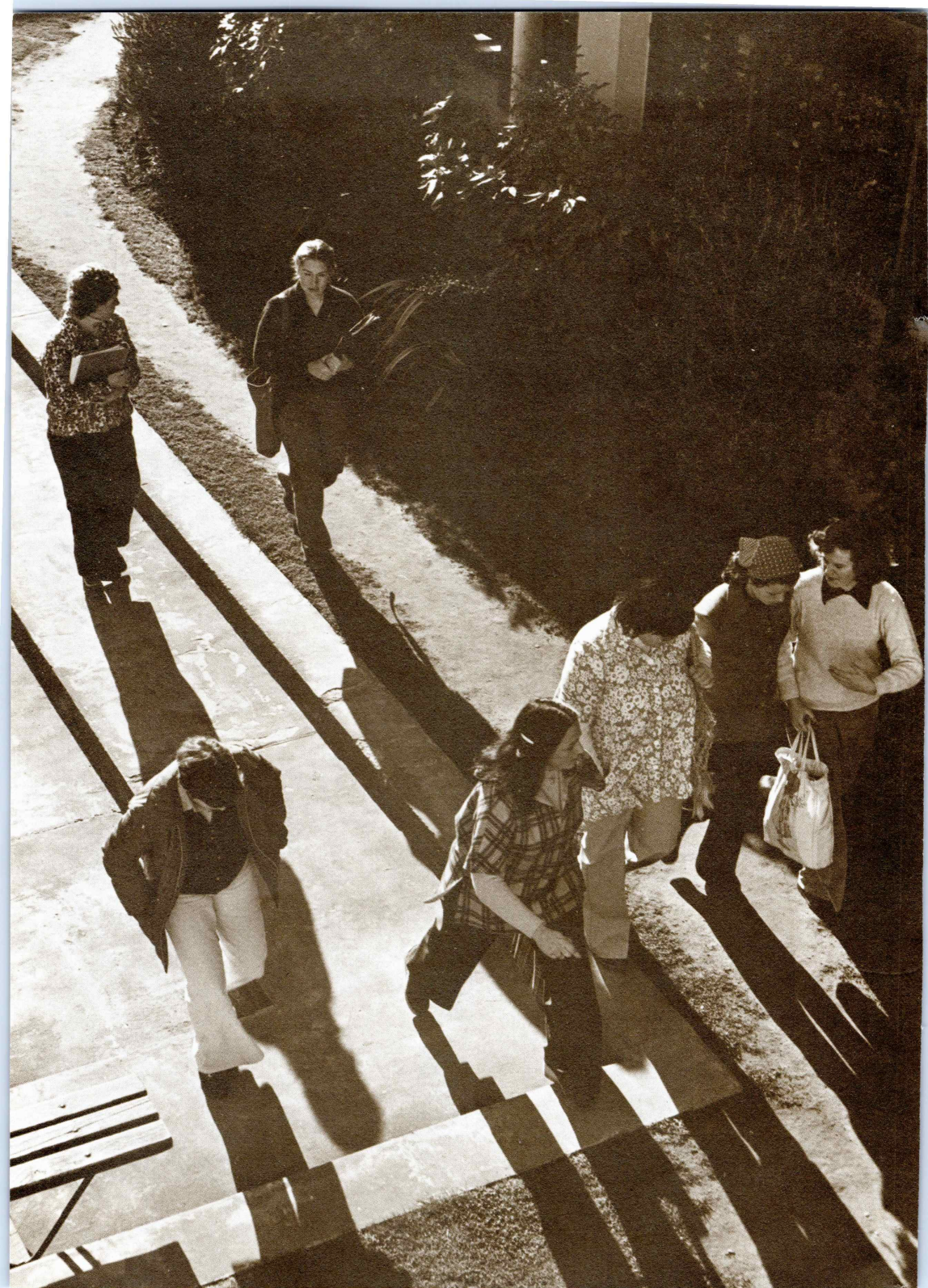
*C. A. Wright, Director
of Primary Studies*



*I. D. Stewart, Deputy
Principal of the College*







CONTRIBUTORS

E. P. Blampied. The first-and-only Principal of the Secondary Division of the College. Recently returned from the Kingdom of Swaziland.

A. N. Caughley. Presently, Speech Therapist, Hawke's Bay Hospital Board. Miss Caughley was a Lecturer in English and Director of New Zealand Speech Therapy Training at Christchurch Teachers College from 1949 to 1963.

Alan Danks. Chairman, University Grants Committee, recently retired.

Henry Field. Professor emeritus, University of Canterbury, and sometime Chairman of the Christchurch Teachers College Council.

John Fletcher. Principal Lecturer, Education. Student 1949-50. PPTA President 1965.

Reg Graham. Principal Lecturer, English. Former Fulbright Scholar to the U.S.A. Photographer; has published two books of photographic studies.

Jean M. Herbison. Deputy-Director, Christchurch Technical Institute. Former Dean of Students at Christchurch Teachers College (1961); Lecturer in Division U (1960); Vice-Principal of Primary Division in 1968.

Poh Sze Juak. Colombo Plan Fellow at Christchurch Teachers College in 1952. Presently, Chairman of the Board of Governors, Kinching High School, Sarawak and Vice-President of the Malaysian Historical Society, Sarawak Branch.

Millicent V. Kennedy. Graduate of Canterbury College (1925); student at Christchurch Teachers College, 1922-3. Former Lecturer (History) and Librarian at the College. Retired, 1956.

J. F. Mann. Principal, Christchurch Teachers College. Dr Mann held the Imperial Relations Trust Fellowship 1959-61 and is currently Chairman of the New Zealand Teachers College Principals Association — a post he will relinquish in 1977.

Duncan K. D. McGhie. Principal, Auckland Teachers College. A student at the College in 1944 and 1949.

D. B. McSweeney. Director, Rural Development and Extension Centre, Lincoln College. Former staff member.

L. W. McCaskill. Graduate student at the College in 1922. Member of staff 1933-44.

Don McAra. Senior Lecturer in English and Drama, Christchurch Teachers College. Has produced plays at the College and in the community. College graduate 1961.

Derek Mitchell. Lecturer in Audio-Visual Media at Christchurch Teachers College. Printmaker who has participated in exhibitions in New Zealand, Australia, America and Europe.

John L. Moffat. Principal Lecturer, Languages, Christchurch Teachers College. Composer, teacher of Yoga, musician, and author. Student at the College in 1938.

R. H. Murray. Currently Acting-Director of Primary Programmes at the College. Entered Christchurch Teachers College in 1951 for a one-year course after five years in the forces.

Dale C. Paul. Assistant-Director (Academic), Salisbury College of Advanced Education, South Australia.

Sarah E. W. Penney. Watkins Memorial Prize (1919); student at the College 1918-9.

Bill Rowling. Former Prime Minister, now Leader of the Opposition. A student at Christchurch Teachers College 1945-6.

A. B. Ryan. Former Head of Social Studies at Teachers College. First Principal of Mairehau High School. Currently overseas on retirement leave.

Datuk Polycarp Sim. Colombo Plan Fellow from Sarawak at Christchurch Teachers College in 1952. Former Deputy-Director of Education, Sarawak.

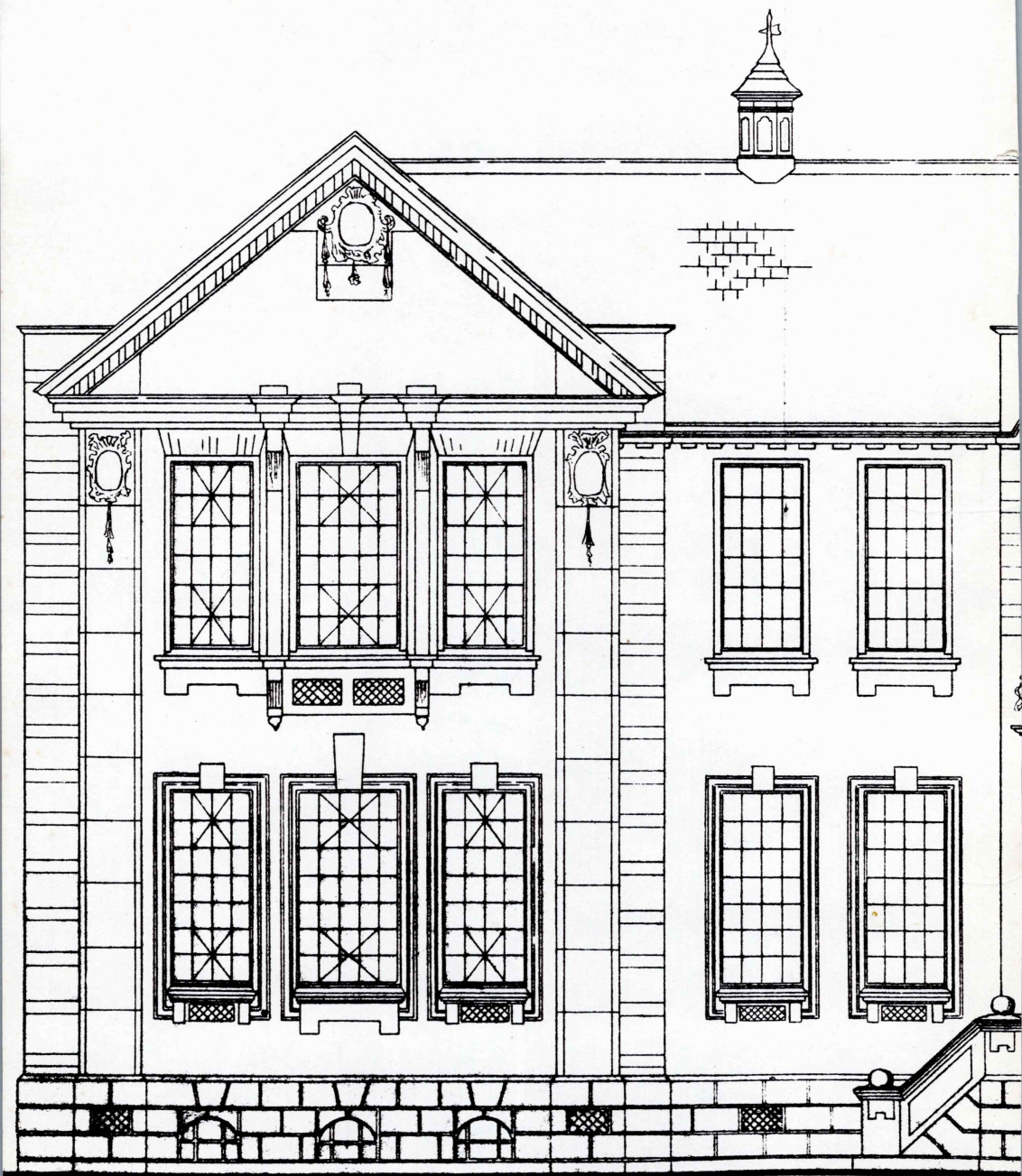
Ian D. Stewart. Deputy-Principal, Christchurch Teachers College. Former Head of the school of Education, University of the South Pacific. Educated at Dunedin Teachers College and the University of Otago.

Trev Turner. Senior Lecturer, English and Inter-disciplinary Studies, Christchurch Teachers College. Former Head of English, Lincoln High School and Headmaster, Medbury School. Group Leader, Group L, Secondary Division, 1954.

D. B. Wilkie. Presently Principal Lecturer in Academic Studies at Christchurch Teachers College. Former Lecturer in Art and Principal Lecturer in English at the College.

Exit the first century →







CENTENNIAL PUBLICATION

Christchurch Teachers College

1977

